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Ontario. Education. Dept. of



ONTARIO

# Programme of Studies

FOR

Grades VII and VIII

OF THE

## Public and Separate Schools

1942



Issued by Authority of  
THE MINISTER OF EDUCATION









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# **AIR RAID PRECAUTIONS**

(A.R.P.)

Principals of schools, particularly in centres where there is a local A.R.P. organization, are urged to act upon the following suggestions:

1. Secure and read carefully the latest available literature regarding the protection of schools and school children, published by authority of the Minister of Pensions and National Health, and issued under the direction of the Director of Civil Air Raid Precautions for the Dominion of Canada, Ottawa, Ontario.

2. Seek the advice and assistance of the Local A.R.P. Organization, in order that the most effective precautions may be taken to safeguard the children of your school should an emergency arise.

3. Give special attention to the section on First Aid in the Health Course and also practise orderly movements of pupils such as may be required in case of air raids.



## PREFACE

This Programme of Studies, issued in 1938, has been revised in accordance with the suggestions of the inspectors and teachers who used it during the past four years. Further suggestions tending to its improvement will be welcomed by the Minister of Education; indeed it is hoped that at each reprinting of the Programme suggestions from inspectors and teachers may be incorporated, and the work of the elementary schools of Ontario kept abreast of modern educational thought.

The committee in charge of the revision wish to repeat their acknowledgements to the Departments of Education in the provinces of Canada, to the Scottish Council for Research in Education, and to the Consultative Committee of the Board of Education in England, from all of whom valuable bulletins and reports were received.

The committee are grateful, too, to all the inspectors and teachers who reported on the Programme and whose suggestions have been considered in making this revision. They wish also to express once more their thanks to the publishing houses who co-operated in the preparation of the book lists and to the R.C.A. Victor Company, Toronto, who assisted in selecting the phonograph records listed in the Programme.



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# INTRODUCTION

## Education for Social Living

Every person grows up in a society and throughout his life engages in a multitude of activities mostly in association with other people. In order to pursue the ordinary concerns of living, people associate themselves in social groups of various forms. The family, the school class, the church congregation, the club, the circle of friends, the municipal community, workers or business associates engaged in similar pursuits, are examples of these groups; and when we speak of a person as "a member of society" we think of his membership in such groups as well as his citizenship in the province and the Dominion. Educators accordingly attach great importance to the development and exercise of those qualities that enable the individual "to work with other people," "to get along with others," "to act in a socially acceptable manner," "to develop a socially satisfactory personality," "to be a good citizen."

These expressions imply the existence of standards of behaviour, generally agreed upon and accepted by all, to which the conduct of the individual may be referred. Such standards do in fact exist; and, in our society, they derive from the ethics of the Christian religion and the principles of democratic living. It is, therefore, a major concern of the school that the children entrusted to its care shall learn to live in a manner that is socially effective in a democratic society, which bases its way of life upon the Christian ideal.

The teacher must be clear in his own mind about the qualities of the person who will play his part satisfactorily in such a society, and about the way in which the school should proceed in order that the "socially satisfactory personality" may grow. The person "who gets along with others" is courteous and pleasant in manner. He abides by the decisions of the majority. He has respect for the opinions, the privileges and the property of others. But it is not enough for him to be agreeable and to refrain from infringing upon the rights of his neighbours. The socially satisfactory person must refer his way of acting to what the



others are doing, and make it fit in. That is to say, he is co-operative in his attitude, and by his co-operation he contributes in a positive manner to the welfare of the group. In order to make a positive contribution he must have ideas, be able to make them known, and be able to carry them out. Co-operation in a democratic group requires self-control, intelligent self-direction, and the ability to accept responsibility.

Now these social virtues are not things merely to learn about. They are to be achieved only by practising them. They are to be accepted willingly as desirable forms of conduct; they cannot be developed by coercion. The school, therefore, must be organized to permit their exercise and growth in situations that require their practice. Hence, opportunities should be provided for children to work together in groups, each child sharing in the planning, execution and completion of worth-while undertakings.

#### **The Child's Need for Success**

From the point of view of society, the participation of the individual in the group endeavour may be regarded as satisfactory if that participation results in positive benefit to the group as a whole. The individual, on the other hand, regards his association with the group as successful, only if he receives from it a measure of happiness and satisfaction. This satisfaction largely depends upon recognition by the group of the value of his contribution and upon his own consciousness of work well done. If these rewards are persistently lacking the individual tends to withdraw from social participation. When they are extended to him, he is stimulated to further worth-while endeavour. From them he derives a sense of his own adequacy to meet the demands of his life, and this feeling of adequacy is the foundation of that sense of security without which sustained happiness is impossible.

The development of the individual takes place largely through social participation. Indeed, many capacities of the individual are brought out only under the stimulus of associating with others. But in order that development may be continuous the efforts of the individual must be attended by success. It is true that "we learn from our mistakes," but it is equally true that continued and prolonged failure stops growth altogether or diverts it into undesirable channels. The implications for the school from this



consideration are obvious. All pupils cannot achieve the same forms of success. The school cannot, therefore, place its stamp of approval on the passing of examinations alone, but must see to it that for every pupil some measure of success is possible in those fields of endeavour for which his particular capacities and endowments seem to fit him. And for every pupil who seems to be failing, it should be the concern of the teacher to find some form of activity in which reasonable success is possible, in order that the pupil may continue to maintain his place in the regard of the group, as well as his own self-respect.

### **Fostering Individual Talent**

While ability to co-operate with others and willingness to do so are essential qualities of the socially satisfactory person, it is neither possible nor desirable for every person to possess the same talents. In fact, he will be the more highly regarded, who can bring to the common endeavour abilities which contribute to the common success, but which the others do not possess. For the quality of the group depends not only upon the energy and attitudes of its members, but also upon the range and variety of their abilities. Hence, society is best served, not by requiring all its members to develop according to a similar pattern, but by affording opportunities for each to develop, to the fullest possible extent, the innate capacities that he has, so far as these are socially valuable. This Programme of Studies accordingly attempts to provide for differences in the abilities, tastes, and interests of individual pupils; and requires that the teacher be alert to detect and foster the growth of individual talent.

### **The School's Threefold Task**

In order that the individual may take part successfully with others in any undertaking it is necessary that he understand the requirements of the situation, accept as his own the aims and purposes of the group, and possess or learn the skills or techniques that are necessary to perform his part of the group undertaking. Similarly, successful social living requires on the part of each member of society an understanding of the nature of the society, acceptance of its ideals, and mastery of those conventions and skills commonly employed in modern social life.



The task of the school, therefore, may be regarded as three-fold:

(1) The school must help the child to understand the nature of the environment in which he lives. This implies an understanding of the human relationships involved in the working of his society, as well as of the physical environment in which his society exists. In the Programme of Studies which follows, provision is made for growth in the understanding of the more intimate human relationships through literature; of society in its more organized forms through the social studies; of the physical environment through science, and certain aspects of mathematics.

(2) The school must seek to lead the child to choose and accept as his own those ideals of conduct and endeavour which our society approves. This acceptance will depend upon the relationship established between teacher and pupil, the atmosphere and spirit of the school, and the manner in which the daily life of the school is conducted.

Detailed suggestions with regard to the teaching of religious knowledge are not presented in this Programme. Such teaching cannot be confined to separate periods on the time-table. It will affect the teaching of all subjects, "and the wise teacher will be anxious, in the various departments of school activity, to bring home to the pupils as far as their capacity allows, the fundamental truths of religion and their bearing on human life and thought."<sup>1</sup>

Nor has any attempt been made to outline the teaching of citizenship in a democracy as a subject. The schools of Ontario exist for the education of democratic citizens. To this end, reliance must be placed upon the principals and teachers to train their pupils for democratic living.

Canada will always need citizens who have a thorough knowledge of the ideals of good citizenship. The inculcation of these ideals—through the personality of the teacher, through the administration of the classroom, through the subject-matter of the Programme of Studies, and through the methods of teaching employed—is accepted by teachers to-day as their responsibility to a far greater extent than ever before.

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<sup>1</sup>The Education of the Adolescent (p. 189).



But to possess ideals is not enough. They should find expression in behaviour, thought, speech, and interests. Here the teacher can play a vital part by providing opportunities for his students to participate in democratic living in all aspects of school life. In no other way can the truth be so surely realized that citizenship implies duties and responsibilities as well as rights and privileges, and that, in service for others, we find ourselves.

(3) Finally, the school must assist the pupil to master those skills that are essential to human intercourse in a modern society. The development of many important skills involved in communicating ideas and emotions to others may be furthered by the suggested activities in English, Mathematics, Art and Music; skills involved in the conversion of materials to serve human purposes may be developed through activities classed as Agriculture, Home Economics, Manual Training, and Crafts; actual experience in the social techniques of co-operative action is specifically indicated under the heading "Corporate Activities." The resourceful teacher will arrange his work so that many of the activities of the school, whether arising in the field of Science, of English, or of Social Studies, will be organized to provide this type of social experience.

### **Activity and Interest**

All learning involves activity and effort on the part of the learner. "Learning is an active process." "We learn to do by doing." "The child develops through his own activity." In applying these precepts one must remember that the term "activity" does not refer to physical movement only. It must be borne in mind that mental processes—thinking, reflecting, planning—are as truly "activities" as conducting an experiment, or acting in a play. It follows, then, that teachers should be vitally concerned with the amount of sustained effort the student puts into his learning, and with the quality of his thinking. Clear thinking and perseverance in effort are worthy activities in all learning situations.

Learning takes place most efficiently when the interest of the learner is aroused. Interest (which must not be construed to mean "diversion" or "amusement") is the foundation of learning.



When interest becomes attached to an imagined future accomplishment and the will to achieve it is aroused, a purpose results. When the pupil's actions are directed by a continuing purpose, external motivation becomes less necessary. The immediate and transitory interests of pupils should be transformed into enduring purposes. Learning is most efficient and takes place with the greatest economy of time and effort when pursued in connection with a worth-while purpose, and when related to a real situation.

**The Programme for Grades VII and VIII**

The curriculum herein presented has been drafted to serve the needs and enlist the interest of children who are entering and passing through the stage of adolescence.

It comprises seven obligatory subjects—Health, English, Social Studies, Science, Mathematics, Music, and Art—together with four optional subjects—Crafts, Manual Training, Home Economics, and Agriculture. In classes where, for lack of equipment, the optional subjects cannot be adequately taught, it is hoped that an earnest effort will be made to give the students at least an introduction to one or more of the crafts, to home management, and to gardening.

The following time allotment is suggested, subject to modifications to suit local conditions and the needs of the pupils.

**Obligatory Subjects**

|                                    |                   |
|------------------------------------|-------------------|
| English.....                       | 6 hours per week  |
| Social Studies.....                | 5 hours per week  |
| Mathematics.....                   | 3½ hours per week |
| Science.....                       | 2 hours per week  |
| Health and Physical Activities.... | 2 hours per week  |
| Music.....                         | 2 hours per week  |
| Art.....                           | 1½ hours per week |

**Optional Subjects**

|                 |                        |
|-----------------|------------------------|
| Crafts          | }.....3 hours per week |
| Manual Training |                        |
| Home Economics  |                        |
| Agriculture     |                        |

NOTE: In classes where Agriculture is selected as an option, the total time allotted to both Science and Agriculture should not exceed 3 hours per week.



In ungraded schools, Grades VII and VIII may be combined for much of the work. In Health, for example, Sections II and I should be taken in alternate years. Similar alternations may be arranged in Social Studies, Science, Home Economics and Agriculture. When this is done care should be taken to ensure that there is no unnecessary repetition. Classes may readily be combined for Music, Art, Crafts, and for many of the activities outlined under English.

There should be no attempt, however, except in *very* special cases, to do the work of Grades VII and VIII in one year. Rushing children into Grade IX before they are approximately fourteen years of age has little to commend it.

### **Discussion Groups for Teachers**

Although the courses herein outlined do not constitute a radical departure from the best teaching of the past, many teachers will feel that adjustment in teaching procedures and in points of view is necessary, if the best results are to be obtained. To assist in this adjustment, it is suggested that, wherever possible, small groups of teachers should be organized for the purpose of sharing experiences and discussing common aims and problems. Frequent meetings should be held throughout the year at convenient times and places. Such discussions may be expected to result not only in the clarification of ideas and the improvement of methods, but also in the inspiration and enthusiasm which comes from the association of individuals engaged in a common enterprise.

### **Library Service to Teachers**

The Department of Education offers the following library service to teachers:

#### **1. The Legislative Library—**

The Legislative Library is primarily a reference library for the use of the Members of the Ontario Legislature, the Ontario Civil Service, and the teachers of the Province. Both rural and urban teachers may borrow books from this library, free of charge. Postage is paid both ways by the library on books lent to teachers residing outside of Toronto. An application card and a copy of the regulations may be secured on request, from The Legislative Library, Parliament Buildings, Toronto, Ontario.



## 2. The Teachers' Library—

The Teachers' Library is maintained for the use of teachers in all Public and Separate Schools except those located in the largest urban centres. The library service is free, postage both ways being paid by the Department of Education. A leaflet listing the books available, an application card, and a copy of the regulations governing the use of the library, will be mailed to teachers, on request, by the Teachers' Library, The Travelling Libraries Branch, Department of Education, Parliament Buildings, Toronto.

## 3. Travelling Libraries—

The loan of cases of books, holding from forty to fifty volumes, may be secured from the Department of Education by schools in communities, rural and urban, where public library service is not accessible. This privilege is also extended to Women's Institutes, Farmers' Clubs, and Study Clubs, under the same conditions, and to smaller public libraries to supplement their available book stock. Teachers applying for a case of books are asked to indicate the grades taught, and the types of books required. The borrowing community is asked to pay the carriage charges on the arrival of the box. The Department of Education will pay the return charges. A case of books weighs approximately seventy-five pounds and the regular period for a loan is four months. An application form and a copy of the regulations may be obtained from The Travelling Libraries Branch, Department of Education, Parliament Buildings, Toronto.

## Lantern Slides and Films

A library of lantern slides, and 16MM moving picture films, both silent and sound, is maintained by the Ontario Department of Education, to be used exclusively for educational purposes in connection with schools. No covering or rental charge is made for this service. The borrower is only required to pay the express charges on the arrival of the shipment. Returns are made express collect to the Department of Education. Application forms, catalogues, and a copy of the regulations governing the service may be secured by school principals from the Visual Education Branch, Department of Education, Parliament Buildings, Toronto.



# ENTERPRISES

## Learning through Purposeful Activity

The adult who observes groups of children in their out-of-school activities is impressed by their concentration on the thing in hand, the energy they expend, and the inventiveness they frequently display in accomplishing their ends. We say that they are "interested." We must not confuse this "interest" with "amusement." These children are "interested" in the sense that they are actively pursuing a purpose.

For if one examines the procedure children follow in their activities one will see that these activities arise from needs or *purposes* which the children strongly feel. They decide upon the line of action to be employed in achieving their purpose after discussion among themselves. They plan their undertaking together and each child agrees to be responsible for some part of the undertaking.

One will note further that the success of the undertaking depends upon the ability of the children to work together. Sometimes the scheme breaks down because they are not capable of sustained co-operation. When the project is carried through to a successful conclusion, the result is satisfying to the children, though judged by adult standards it may be very imperfect.

One may observe, also, that the goals children choose as the aims of their activities are *objective*; that is to say, the children are able to conceive beforehand, in a general way, the result of their work. They are *immediate*, in the sense that they can be accomplished within a space of time that the child's mind can grasp. Remote goals have little reality or appeal for children. Finally, they are *accessible*. The goals selected are usually within their power to achieve. Goals that are achieved to the satisfaction of the child are likely to inspire him to further activity.

This play routine is a natural method of learning constantly used by children in their daily life.



### The Enterprise "a Natural Way of Learning"

The school has adopted this natural way of learning and has *redirected* it to educational ends. When employed by the school it becomes a group activity undertaken by the children for a purpose that appeals to them as being worth while, and it is called an "enterprise." In a school "enterprise" the purpose of the children is immediate and objective. Their aim is to make a bird-house, to perform a play, or to construct a model castle; and beyond this concrete result they do not see. The aim of the teacher, however, is much less limited. His primary purpose is to provide the children experience in social living—experience in selecting worth-while things to do; in arriving at plans of procedure through discussion and mutual consent; in finding means to achieve their aim, using available resources; in obtaining the necessary information; in developing the required skills; and in carrying plans through to a successful conclusion.

The teacher has secondary aims, too. Through the purposeful activity of the enterprise he may aim to help the pupils to improve their spoken or written English; to afford them experience in reading, in using books or other sources to obtain information; to extend their knowledge of topics under consideration. But while he will utilize the interest of the children in the enterprise to accomplish these aims, his main purpose is to provide for growth in the ability of children to live and work together. "We learn to do by doing," and just as children learn to walk by walking, and to read by reading, they learn to be courteous by being courteous, and to co-operate by co-operating.

### The Enterprise Cuts Across Subject Matter Lines

Children engaged on an enterprise may not know what "subject" they are studying nor in what "period" according to the time-table. It matters little to the learners whether an interesting item of knowledge or experience is properly called geography, history, dramatization, or literature; the important thing to them as learners is that it is interesting, and is useful for them in the life they are living as boys and girls. The enterprise may occupy part of their time for an afternoon, for a week, or for a month, and may involve all types of school experience and activity. For instance, preparation for the performance of a play may involve the writing and practice of the dialogue, the



planning and making of costumes, the construction of scenery, the calculation of the cost of materials, the writing of invitations, the learning of songs and dances, the decoration of the classroom.

### Choosing the Enterprise

While an enterprise will usually be teacher-inspired, it may frequently be suggested by the pupils themselves; or it may grow out of some interest which the children are displaying at the time and of which the teacher will make use. It may be the outcome of some interest-stirring event, or a development in the war situation; it will frequently be the method used to deal with a topic outlined in the Programme of Studies. Perhaps the most useful enterprise of all is one that grows out of a real social situation and hence approximates an enterprise of real life. Conducting a salvage campaign, promoting the sale of War Savings Stamps, brightening up the school room, improving the school grounds, laying out a baseball diamond or a volley ball court, making and caring for a school garden, serving a daily hot lunch, putting on a community concert, are examples of situations which may be made real enterprises.

### Growth of Self-Direction

However the enterprise arises, it must be accepted by the children as *their* enterprise, and should be planned and executed by them, with wise guidance on the part of the teacher who should always be ready, if need arise, to offer advice and encouragement or to direct the children to sources of information they may require for the proper carrying out of their plans. But the teacher will defeat his purpose if he allows himself to *prescribe* the enterprise, or to *dictate* the method by which it shall proceed. So long as children are trained to do in school only what they are told, growth in initiative must be the result of extra-curricular activities; and so long as children are trained to depend on adult direction in their work they will not develop the power of grappling with difficulties and overcoming obstacles. If, however, the energies and capacities of the children are released in the service of an enterprise which *they* consider worth while, it is astonishing what children can and do accomplish.

An enterprise conducted in this way involves the exercise of considerable freedom on the part of the children; but the teacher



must bear in mind that freedom lies not merely in the removal of restraints. It depends, rather, upon the growth of the power to act independently and must be accompanied at all times by consideration for the rights, the comfort, and the convenience of other people.

### Providing the Fundamental Skills

It is not intended that the use of enterprises should wholly replace the more familiar method of organizing children's school experiences. It would be extremely difficult by means of enterprises alone to secure for children the necessary amount of training in Mathematics, Reading, and Writing, and still more difficult to secure a proper sequence. The social need for ability to read and write, and the social demand of conformity and accuracy in language and number make it necessary for the teacher to provide special training in these *fundamental skills*, in addition to the training brought about by the enterprise. Certain other forms of activity such as Music or Art, while likely to be involved in most enterprises, should frequently be engaged in for their own sake. Children should learn to sing a song simply because the song is delightful, or draw a scene because drawing is such good fun. But it is suggested, subject to the foregoing qualifications, that in Grades VII and VIII increasing use should be made of the principles of the enterprise procedure.

### The Enterprise an Orderly Procedure

The educational value of an enterprise will depend upon the orderly manner in which it proceeds. Successful enterprises display an orderly pattern of development. Although they vary greatly in scope and purpose they progress through easily discernible stages. The first stage is one in which the interest of the children is aroused. This is followed by a period of *planning* in which the teacher and pupils decide through discussion upon the goal to be achieved, plan in detail the activities to be carried out, see the problems which have to be solved, and, if desirable, divide the class into groups which will be responsible for various phases of the undertaking. The *work* period will be devoted first to investigation and research, and then to the constructions, drawings, plays, and the production of the other tangible results that have been decided upon. The *culmination*



is a bringing together of all the work done in order to share the results with others in a programme, a display, or in some less pretentious form.

### **The Teacher's Preview**

Having selected a theme upon which to base an enterprise, the teacher must decide what educational aims he proposes to achieve, think through, in a general way, the lines along which he expects the enterprise to develop, and plan the means he will use in proposing the undertaking to the children in order to enlist their interest and their desire to carry it through. Since the enterprise may extend over a considerable period of time, there must be careful planning, and the plan should be outlined in writing.

The plan should show:

(1) The social situation, pupil interest, area of study, theme or topic suggested by the Programme of Studies out of which the enterprise is to grow.

(2) A possible form of culmination. It is this culmination which the pupils see as their purpose. The suggested culmination should be something the teacher feels sure the pupils are likely to accept with interest and enthusiasm. It should be definite and concrete, within the abilities of the pupils to achieve, and something that they can accomplish within a reasonable time.

(3) A list of possible pupil activities which may be stimulated naturally by the enterprise and which will lead to the proposed culmination.

(4) A list of the desired outcomes or aims of the enterprise. These aims might be classified under such headings as: attitudes and appreciations to be developed; understandings and knowledge to be gained; abilities and skills to be increased. It is important to remember that the skills to be learned, the knowledge to be acquired—and even the attitudes to be developed—should be within the mental range, interest, and power of achievement of the pupils concerned.



### **Planning the Work**

The nature of the culminating activity having been decided upon, the teacher and pupils together plan in detail the activities to be carried out. The pupils should list the problems that have to be solved and the materials that will be required for their undertaking. The class may be divided into groups, each one of which will be responsible for some phase of the work. In the formation of the groups pupils should be permitted to choose the activities in which they will participate, but they should be discouraged from always choosing the same form of activity in successive enterprises. The pupil who has elected to work on a mural in one enterprise should be encouraged to choose another form of activity in a succeeding one. Any tendency to overspecialization may thus be avoided.

### **Working out the Plans**

When plans are complete, work on the undertaking begins. The work period—which may last for several days, or even several weeks—is devoted first to research and investigation. Much reading will be done with definite questions and problems in mind. Information may be obtained from pictures, maps, tables, encyclopaedias. Excursions, interviews, or directed observations may be required. The information gained will be given to the class in prepared reports and pooled for the use of all those engaged in the undertaking.

After this period of study—or even while it is still in progress—the constructions, drawings, making of models, preparing of plays, etc., are begun. At the beginning of each daily session devoted to the work, each group should report the progress it has made. At this time any new problems that have arisen should be stated, and solutions sought. At the close of the work-session materials should be put away and the tidiness of the room restored.

### **Culmination and Evaluation**

The culmination brings together the completed work in order to share the results with others and for purposes of evaluation. The culmination may take the form of a programme, or display, or may fulfil the purpose of the enterprise in some less pretentious



manner. It must be remembered that the chief value of the enterprise is in the social attitudes developed, and in the interest and activity stimulated rather than in any results that may be exhibited. The object of the enterprise is not to make something for exhibition purposes, and its value does not rest upon the accuracy and perfection of any finished product. The learning is in the doing, not in the thing done. If the chosen culmination involves a display, the teacher must not allow these facts to be obscured by the desire to make the display a success in the eyes of adults who are prone to judge by adult standards. Whatever form the culmination takes the teacher should not deem the work successful unless the original motive in beginning the enterprise has been satisfied. The culmination should be satisfying to the children and make them feel that their purpose has been achieved.

The evaluation of the enterprise will be made from two points of view. The pupils should have an opportunity to appraise their own work; to consider what things in the enterprise have been well done; what not so well done; points to remember for another time; what they have learned; what questions they still have in their minds to which they want answers.

The teacher will make his evaluation in terms of the desired outcomes which he wrote down in his preview. Gain in knowledge may be determined by the use of comprehension tests. Improvement in skills may be noted by comparing the pupil's present performance with what he could do before the enterprise began. Improvement in attitudes can be observed in the reaction of the various pupils in the social situations in which they were placed as the enterprise proceeded. In the teacher's record book should be a place where private notes in anecdotal form may be kept of the development of certain pupils in the class.

### **Time Required**

How much school time should be devoted to enterprises? It is difficult to lay down a hard and fast rule in answer to this question. There will be periods, of course, when no enterprise is in progress because no situation has arisen which calls for one. But when an enterprise has been undertaken, the length of time devoted to it each day will depend upon the nature of the enter-



prise, and upon the experience the teacher has had in this kind of work. Some teachers have found it satisfactory to devote half the morning, or half the afternoon to the work of the enterprise, and this is probably sufficient until the teacher feels at home with the method. The more experienced teacher may employ a period of the morning, and the last half of the afternoon. During the rest of the day the more formal activities of the school would proceed as usual. Thus while an enterprise is in progress it may be found advisable to devote from one to two hours a day to it.

How long should an enterprise take? This is another question that is frequently asked. Again, no hard and fast rule can be laid down. But no enterprise should be unduly prolonged. The enterprise selected should be one that can be completed in a reasonably short time. In Grades VII and VIII it may be carried out in a few days or may require several weeks; but it is doubtful if many enterprises can profitably exceed four or five weeks in duration.

#### **Danger of Formalization**

In the foregoing paragraphs an attempt has been made to indicate in a broad and general way the stages through which an enterprise usually progresses. No two enterprises, however, can precisely follow the same pattern; nor should the procedure be allowed to become formalized or stereotyped. The enterprise was designed to give wide opportunity for teachers and pupils to achieve worth-while ends in their own way. The way in which enterprises will be carried out, the activities employed, and the steps the procedure follows will vary greatly. This is as it should be. Probably the only ways in which all good enterprises are alike are these: they must have definite purpose; they must be planned; they are co-operative undertakings; they should satisfy the ends for which they were set up.

#### **Understanding the Method of the Enterprise**

One cannot fully appreciate modern educational practice without an understanding of the "enterprise" or "experience unit" as it is sometimes called. It is recognized that a purely theoretical discussion of the working of the enterprise such as the foregoing is of very limited value in enabling the teacher to visualize its development. The best way, no doubt, to gain



such an understanding would be through observation of a developing enterprise in a practical school situation. This method, requiring as it would continuous observation over a considerable period of time, would be impractical. The next best means is to read rather complete descriptions of real enterprises as they have been actually developed in real classrooms. Lack of space prevents the presentation of such descriptions in this Programme. Many excellent accounts, however, are to be found in recent books dealing with modern practices in the elementary school. The teacher will find particularly suggestive those described in "The Enterprise in Theory and Practice," by Donalda Dickie and "Guiding Child Development in the Elementary School," by Freeman Macomber. Such outlines, of course, are not to be slavishly followed or imposed on the children in the form described; but a study of them will make clear to the teacher how the enterprise procedure may be employed in his own classroom situation.



## CORPORATE ACTIVITIES

A programme for young adolescents with their dawning sense of adulthood and their rapidly developing social consciousness should include some of the activities usually referred to as extra-curricular. A great many adults are of opinion that the experience gained in organizing and conducting literary, musical, and athletic societies at school was of great value to them as students and as adults. Some go so far as to state that the value of such experiences exceeds that of the ordinary academic work. A well-known educationist has said, "The most useful thing a child can learn at school is to get along with other people." In that opinion educationists and laymen alike will readily concur, and no phase of school life offers better opportunities for learning to get along with people than does sharing in the corporate life of the school.

Corporate activities provide not only a valuable training in co-operation but a useful discipline in the shouldering of responsibilities. And the teachers in the interests of their "pet" organizations should not deprive the pupils of these responsibilities. It is far better that a championship should be lost or a concert have a hitch in it than that the over-zealous watchfulness of the teachers should leave nothing to the initiative of the taught. It is well to remember that foot-ball matches, plays, pageants, concerts and the like are not so much ends in themselves as means to an end—the development in the pupils of such social and civic virtues as sportsmanship, courtesy, initiative, co-operation, resourcefulness, and sense of responsibility.

A more fundamental and permanent value of this training lies in the fact that, in connection with their own organizations, pupils realize the satisfaction born of willing service and even sacrifice in devotion to a cause. This is of the very essence of loyalty, and many students to whom the *word* loyalty is almost meaningless do in connection with this type of school activity experience the *reality*.

Among the forms of corporate activity that teachers have found practicable first mention should be made of student assistance in the maintenance of school discipline. Much of the



discipline of the classroom, corridors, playground, and assembly-room, can be left to the pupils themselves. This, of course, cannot be done overnight; but boys and girls can be encouraged and gradually trained to control and inspire one another in many subtle ways that will suggest themselves to sympathetic teachers.

Many large schools make full use of the daily or weekly assembly as a form of student training. There is indeed much to be gained in permitting the students to plan and conduct the regular and special assemblies of the school. The opening exercises, the making of announcements and reports, the discussion of school policies, the introduction and thanking of artists or speakers, the arrangement and conduct of special programmes—these and similar activities have a training-value which should not be lightly esteemed.

The more specific forms of corporate activity need only be suggested. They include class and school associations—literary, musical, and athletic; clubs, dear to the heart of the adolescent—camera, stamp, bird, art, drama, journal; and public presentations such as concerts, pageants, exhibitions, and fêtes.

These corporate activities not only bind the school together and afford valuable training in public conduct, but also form an admirable link between the school and the homes of the children. Every effort should be made to enlist the sympathy and support of the parents in all forms of school activity, and many parents can most readily be interested in these corporate activities in which they see their children's growing self-control and self-reliance.



# FORM V OR FIFTH CLASSES

(Grades IX and X in Public and Separate Schools)

**Extract from The Public Schools Act:**

“Section 95 (1) The board of a section or municipality may provide for the transportation of pupils residing in the section or municipality, as the case may be, to and from a continuation, high or vocational school situate elsewhere which such pupils have the right by law to attend, and for the purpose may co-operate with any other board.”

The Department of Education pays special legislative grants towards the transportation of pupils to secondary schools. See section 17 of Circular 56, *Special Departmental Grants, Public and Separate Schools*.

**Extract from General Regulations:**

## FORM V

“Pupils who have obtained High School Entrance certificates, and such other pupils as are considered qualified by the Principal and Inspector, shall be entitled in both rural and urban schools to receive instruction in the subjects of the Fifth Form: but—

(a) In a rural section or an urban municipality, having a High or Continuation School, it shall not be obligatory for the Board to maintain a Fifth Form; and—

(b) In lieu of establishing a Fifth Form, the Board of any rural section may arrange with the Board of a High or Continuation School which, in the opinion of the Board and the Inspector, is readily accessible, for the instruction thereof of such pupils of its school as are entitled to admission to a High or Continuation School.”



**Suggestions to Teachers of Fifth Forms:**

Where pupils apply for admission to Grades IX or X in a rural elementary school, the teacher might, with advantage, act upon the following suggestions:

(1) Write to the Department of Education, Parliament Buildings, Toronto, for (a) *Regulations Relating to Subjects of Study for Grades IX and X*, and (b) the *Courses of Study for Grades IX and X*.

(2) Communicate with the local school inspector asking his advice regarding the establishment, organization, and study programme of the Fifth Form.

(3) When the Fifth Class has been established, consult the principal or principals of the adjacent secondary schools with regard to the optional subjects taught, and text-books used, in their schools.



# SOCIAL STUDIES

## GRADES VII AND VIII

### The Aim of the Course

The aim of the whole course in Social Studies is to help the student to understand the social world in which he lives. Mature understanding, of course, can come only with enlarged experience; but the teacher should endeavour to lead his pupils at each stage of their growth to explain for themselves, in terms that are intelligible to them at the time, the social world of which they are a part. The course will be successful if the student's interest is so aroused that he will continue—even after he leaves school—to keep himself informed with regard to events as they occur, and to seek out the meaning of social forces that surround him.

### Social Studies through the Grades

It is important that the teachers of Grades VII and VIII should be familiar with the course as outlined for the previous grades in order that they may the better build on the foundation that has already been laid.

In Grades I, II, and III the child is led to realize the social duties and responsibilities of the members of his family and community groups. He learns the meaning of co-operation in family life, the dependence of families upon each other, and the interdependence of town and country. Through visiting children in other parts of the world, he discovers that all boys and girls are members of one great interrelated community. In Grade IV the child studies the ways in which his neighbours travel, exchange ideas, and make their living. He learns something, too, of the slow growth of social life, as he traces the development from simple beginnings in early times to the practices of to-day. In Grades V and VI he turns his attention to a wider world with special emphasis upon his native country. In all the work of these early grades it has not been forgotten that the lives and deeds of many men and women yield examples of heroism, helpfulness, loyalty, and persistence. Such patterns of desirable social behaviour may well influence the life of the child long after his school days are over.



Now in Grade VII he learns how in North America settlement followed exploration, and how these scattered settlements grew into two great nations with common ideals and problems. In Grade VIII he is introduced into the wider community of the British Commonwealth, learning much of the geography and history of the Motherland and of the sister nations within the Commonwealth. Emphasis is also placed upon the interdependence of all nations, since the ways of life and national policies of one people may profoundly affect the lives of others in the world community.

### Community Development

It is assumed that for the children of Grades VII and VIII, an understanding of the social structure is most readily approached through the story of its becoming what it is. Hence, in each part of the course, the subject matter of geography and history are woven into a story.

The story begins with a brief survey of the discovery and exploration of the area, thus proceeding naturally from points reached in the work of previous grades. These explorations revealed the geographical nature of the area under consideration which offered certain advantages for occupation or settlement, and presented to the inhabitants certain problems. These situations were met by the inhabitants in characteristic ways, the methods used being determined by the traditions and the social ideals of the people.

As time went on, unforeseen occurrences—inventions, discoveries, actions of neighbouring peoples and of outstanding individuals—were unexpectedly thrust into the current of events. Thus, new conditions were created, presenting opportunities to be grasped or problems to be solved. The story of the development of the community is the story of how its inhabitants, with the racial character, traditions and aspirations peculiar to them, attempted to meet the situations which arose from the interaction of physical environment and social outlook, or the intrusion of the unforeseen.

As the story is brought down to the present, it will be seen that these forces continue to operate. The problems that face the community to-day result from the persistence of unsolved prob-



lems of the past, or from the existence of new sets of circumstances. Thus the story ends with no note of finality, but with a challenge to further thought and enquiry on the part of the pupil.

### **The British Empire**

In the treatment of the programme for Grade VIII, it should be the aim of the teacher to help the pupils to understand the nature of the British Commonwealth of Nations, and to appreciate its unique features. Our widely scattered Empire, embracing many races, languages and religions, came to its present form by a process of growth—sometimes by conquest—but largely by discovery, settlement, and trade.

In the early days of the Empire, colonies were regarded as being valuable to the Motherland in so far as they added to the trade of the mother country. This notion has given way to the idea of a commonwealth of sister nations. In this commonwealth each member regulates its own affairs, but all are closely bound together by ties of loyalty to one king, and by common ideals of freedom, justice, and democracy. Even in those parts of the Empire where the people are unable to assume full responsibility for their own government, the administration is carried on more and more in the interests of the native people, who, if not actually self-governing, are being trained to become so.

The British Empire comprises one-quarter of the world's people. Throughout the years it has been a powerful agent for peace, and, to-day, it remains a strong bulwark of freedom and democracy.

### **The Empire and the World**

The several countries mentioned in the Programme have been selected as representing different types of civilized living and should be studied from the viewpoint of social rather than physical geography. While attention may properly be directed to the well-known cities, rivers, or striking physical features of these countries, the interest of the pupils will be mainly centred upon the dress, homes, social customs and ideals of the various peoples. The economic activities of these nations and their trade relations with the Empire, as well as the parts they have



played in the present war, will do much to give the pupil a clear idea of their importance in the modern world community. An attempt should also be made to bring out the idea that the world has become an interdependent social and economic unit, and that the future advancement of civilization, following the settlement of our present troubles, will be dependent upon the establishment of ideals of co-operation rather than those of rivalry.

### Current Events

An important phase of the work throughout is the discussion of current events. Properly handled, Current Events may well be the approach to many of the children's activities in Social Studies. Every event occurs in a geographical setting, has roots in the past, has implications for the present and may have repercussions in the future. In the discussion of such matters, the children will acquire in a very meaningful way a great deal of geographical and historical material, and, what is more important, learn to think geographically and historically and to watch for further items of information confirming or refuting the views expressed in class. A word of caution may be in order. In the treatment of current events, the wise teacher will endeavour to confine the discussion to topics which are within the interests and capacities of his students. Little good and much harm can come from airing *opinions* upon international, political, or religious problems—opinions probably founded on inadequate information.

### Treatment of Topics

The treatment of any topic may well begin with a brief oral discussion out of which will emerge certain problems which may be assigned to various students or to all. Through reading and enquiry the students may collect geographical and historical information pertinent to their problems and report thereon to the class. These reports may be given orally or read from manuscript and should usually involve the use of sketch maps. Each report as given may be discussed by the class and, if necessary, supplemented or amended by the teacher in his summing-up. It should always be understood that a discussion may be reopened and conclusions revised in the light of new information.



Written exercises such as narratives, letters, descriptions, diaries, and summaries—not “notes” dictated or issued—should be a regular feature of the work, but other forms of activity such as map-making, painting, modelling, dramatization, and pageantry should also be used to clothe factual material with interest and reality.

## GRADE VII

### Current Events

(To give a knowledge of local and world events in their geographical setting.)

Events of local importance

Canadian events

World events, including the progress of the war

Careful study of topics selected

Historical background

Use of reference books

Explaining the present in the light of the past

Geographical factors involved

Use of globe, atlas, wall map, gazetteer

The “growing” blackboard map

### Our Province (about three months)

#### THE LOCAL COMMUNITY

(According to the locality of the school, *one* of the following topics is to be chosen for study. It may be developed as an enterprise during the first term.)

The Glengarry Highlanders

The German Settlements

Waterloo County

Niagara Peninsula

Military settlements on the Ottawa

The Lanark Settlements

The Talbot Settlements

The Huron Tract

The Peter Robinson Settlements

“New Ontario”



## Suggested treatment:

The region as the explorers found it

Surface features, climate, etc.

The first settlers

Factors influencing migration

Routes and methods of travel

Growth of the community

Early difficulties

Development of industries and transportation

Co-operative effort and public service

Improvement of social life

The community to-day

The work of the people

Exchange of products with other communities

Transportation by road, rail, water, and air

Social services

How the community governs itself

## GROWTH OF ONTARIO

New industries

Developments in transportation

Improvement in living conditions

Developments in Northern Ontario

Building the T. and N.O. Railway

Discovery of minerals

The Clay Belt

## ONTARIO TO-DAY

Physical features

Hydro-electric power

Story of Sir Adam Beck

The work of the people

On the farms

In the forests

In the mines

In the factories

Suggested treatment:

Location of areas

Why the industry developed

Natural resources, climate, demand for products, etc.



Marketing the products  
Growth of towns and cities  
Life of the people  
    At work and play  
Conservation of fish and forest wealth  
Tourist attractions in Ontario  
Provincial highways

**How Canada Became a Nation (about three months)**

**CANADA UNDER FRENCH RULE**

Brief survey of exploration in Eastern Canada  
    Cabot, Cartier, Champlain, Hudson  
    The country as the explorers found it  
    Possible areas of settlement  
        Relation to surface features, forests, waterways,  
        and climate  
Colonizers and missionaries  
    Champlain, the founder of New France—Quebec  
    The Huron Missions  
    Founding and defence of Montreal  
        Maisonneuve  
        Heroes of the Long Sault  
A young colony  
    Frontenac  
    Life in French Canada  
        Seigneur and habitant  
        Coureurs de bois  
Exploration of the interior  
    LaSalle; La Verendrye  
French and English  
    Wolfe and Montcalm

**CANADA UNDER BRITISH RULE**

Story of Sir Guy Carleton  
The founding of Upper Canada—Loyalist settlement  
    The coming of the Loyalists  
    The first parliament of Upper Canada  
    Story of John Graves Simcoe  
Defending the new province  
    Story of Brock, Laura Secord, Tecumseh



**Canada expands westward**

Brief survey of exploration in the Great West

Alexander Mackenzie, Thompson, and Fraser

The country as the explorers found it

Possible areas of settlement

Relation to surface features, forests, waterways,  
and climate

Fur-traders and the first western colony

The Hudson's Bay Company

Lord Selkirk

The Father of British Columbia—James Douglas

**THE DOMINION OF CANADA**

The story of Confederation

Separate colonies

The first unions

Confederation

Expansion

The Canadian Pacific and Canadian National Railways

Sir John A. Macdonald and Sir Wilfrid Laurier

Canada's part in the First World War

**Canada To-day (about two months)**

Physical features and climate

Provinces and territories

The work of the Canadian people

On the farms

In the forests

On the fishing grounds

In the mines

In the factories

Suggested treatment:

Location of areas

Why the industry developed

Natural resources, climate, demand for products, etc.

Marketing the products

Why and where centres of population grew up

Life of the people

At work and play



### Transportation

Highways, railways, waterways, airways

Trade with other countries

How the Dominion governs itself

Canada and the Second World War

Empire Air Training

Our navy, army, and air force

Effect on industry

In the factory; on the farm

Rationing and conservation of resources

### The United States of America (about one month)

Early settlements

Along the Atlantic coast

The movement westward

To the Pacific

Stories of great Americans

George Washington, Abraham Lincoln, Franklin D.  
Roosevelt

The nation to-day (in broad outline)

Physical features and climate

The work of the people

On the farms

In the mines

In the forests

In the factories

Why and where large centres of population grew up

Part played in the Second World War

### Changing Ways of Living (about one month)

Showing how working together leads to progress through  
division of labour, trade, invention, education

Emphasizing qualities of character upon which successful  
social living is based, such as honesty, candour, initiative,  
perseverance, helpfulness

Suggested topics:

Canoe to steamship

Trail to highway

Scythe to self-binder

Horse power to hydro

Trading post to modern store

Runner to radio

Fireplace to air-conditioning



**GRADE VIII****Current Events**

(To give a knowledge of local and world events in their geographical setting)

Events of local importance

Canadian events

World events

Background of events leading up to the Second World War

The First World War

The interval of peace

Axis aggression

Progress of the Second World War

Careful study of topics selected

Historical background

Use of reference books

Explaining the present in the light of the past

Geographical factors involved

Use of globe, atlas, wall map, gazetteer

The "growing" blackboard map

**Early Britain (about two months)**

The Britons—social life

The Roman occupation

Changes in social living brought about by Romans

Anglo-Saxon settlement

Cultural background of Anglo-Saxon groups

Changes in their social life

Establishment and growth of the Christian church

Struggles with the Danes

Story of Alfred the Great

Founding the navy

Growth of learning

The folkmoot (the people's council); the Witenagemot (the chiefs' council)

The Norman Conquest

Norman settlements in France

Story of Edward the Confessor, Harold, William I

Social life in Norman England

The Feudal system

Private wars, castles

Manor and village

Influence of the church



The Crusades

Scotland in the Middle Ages

The Lowlands and the Border

The Clan system

The struggle for independence

Elizabethan England

Queen Elizabeth

Drake, Raleigh, and the "sea-dogs"

Story of Mary, Queen of Scots

Story of "The Invincible Armada"

Shakespeare and the theatre

England and Scotland united under James I

**Growth of British Freedom (about two months)**

### FREEDOM IN GOVERNMENT

The people's Council and the chiefs' Council in Saxon  
England

Loss of freedom by the Norman Conquest

The barons resist the king

Magna Carta

The king turns to the people

Early parliaments

Story of Simon de Montfort

The people challenge the king

Stories of James I and Charles I

The Petition of Right

Stories of Hampden, Pym, and Cromwell

Parliament becomes supreme

Parliament crowns and uncrowns kings

Ministers become responsible

Representation by population

Universal franchise

### NATIONAL FREEDOM

Early conquests by Romans, Saxons, Danes, and  
Normans

The Spanish Armada

Story of Van Tromp and Blake

Story of Napoleon, Wellington, and Nelson

First World War

Second World War



## FREEDOM OF THE INDIVIDUAL

- Gaining freedom in work
  - Saxon serfs; feudal villeins
  - The Peasants' Revolt—Wat Tyler
  - Organization of guilds
  - Rise of the factory system
  - Trade Union movement
- Growth of religious freedom
- Abolition of slavery—Wilberforce
- Institution of free schools
- Freedom of speech, assembly, the press
- Responsibilities of free citizens

**Britain To-day (England and Scotland) (about two months)**

- Descriptive geography of Great Britain

- Physical features and climate

- The work of the people

- On the farms

- On the fishing grounds

- In the mines

- Suggested treatment:

- Location of areas

- Why the industry developed

- Natural resources, climate, demand for products, etc.

- Growth of towns and cities

- Marketing the products

- Life of the people

- At work and play

- In the factories

- Suggested treatment:

- Sources of raw materials

- Chief manufacturing centres

- Relation of manufacturing to climate, supply of skilled labour, ample power, etc.

- Life of the people

- At work and play

- World markets for manufactured products

- Shipping centres and trade routes



## How Britain became "The World's Workshop"

Making things by hand in the home

The spinning wheel, the hand loom

Using the power of steam—Story of Watt

The spinning jenny, the power loom

Inventions in machinery

Use of coal in smelting iron

Improvements in transportation

Growth of the factory system

Effect upon living conditions

Social changes arising from the war

The home front

Loss of life and property through bombing

Heavy burden of taxation

Rationing and conservation of supplies

Effect of war on industry

In the factories, on the farms

Winston Churchill—a great Britisher

**The Empire To-day (about two months)**

## CANADA

Position within the Empire

Statute of Westminster

Part played in the Second World War

One of the "United Nations"

Commonwealth Air Training Plan

Contribution in men, machines, and munitions

## OTHER GREAT "DOMINIONS" (in outline)

South Africa

India

Australia

New Zealand

Ireland

Suggested treatment for South Africa, India, Australia,  
and New Zealand:

Story of discovery and early settlement

Development through the years



Influence of location, climate, and natural resources

The nation to-day (including Ireland)

The work of the people

Centres of population

Part played in the Second World War

### SMALLER "POSSESSIONS"

Location and importance in Second World War

In Far East

Hong Kong, Straits Settlements (Singapore), Burma

On Mediterranean Route

Gibraltar, Malta, Suez, Aden

Egypt as a sovereign state (formerly a protectorate)

In the Americas

Newfoundland, Islands in West Indies

In Africa

Sudan, Rhodesia, East Africa, West Africa

### The Empire and the World (about two months)

(Areas previously studied in Grades VII and VIII are not included).

Study to be closely linked with current events

Treatment of countries in brief outline only

To show part played in the world of to-day

Location, resources, people—occupations and customs

Countries

Russia, China, France, Belgium, The Netherlands, Greece

Stories of Chiang-Kai-Shek, Stalin

The Scandinavian countries

Brazil, Argentina, Mexico

The Axis Nations

Germany, Italy, Japan

World Waterways

Atlantic, Pacific (Panama)

Mediterranean (Suez)

The Cape Route



# ENGLISH

## Aims of the Course

The primary aim of the classroom work in English is to develop in the students a genuine and abiding love of good reading. Experienced teachers agree that other things being equal, the students who read widely have better ability in language and a richer store of useful general information than those who read only the prescribed texts. Furthermore, the student who has learned at school to enjoy good reading is likely to continue the practice into adult life, and thus educate himself more and more. It need scarcely be pointed out that such students are also providing themselves with a valuable form of leisure employment—a matter of great concern not only to all who are interested in mental health but also to the practical statesmen of our day.

The secondary aim, scarcely less important than the one already mentioned, is to develop in the students the power to express themselves correctly and effectively in oral and written language. Speech is the distinguishing feature of the *genus homo* and good speech is the hall-mark of the educated man. Everywhere and always “a man’s speech bewrayeth him.” In all the exercises of the school, students should be trained to speak or write their ideas simply, naturally, and accurately. But in the exercises in English a definite effort should be made to secure not only this simplicity, naturalness, and accuracy, but effectiveness as well. Through their reading it is hoped that students will learn to recognize the skill with which the masters of English prose and verse express their thoughts, and be enkindled to an earnest desire to achieve a like, if lesser, skill. In their language exercises the students should be encouraged towards a definite effort to say a thing not only briefly and clearly, but also effectively, thus translating into action the generous impulse aroused by hearing or reading good English.

To achieve this twofold purpose a large number of activities are suggested under the headings of Reading, Creative Com-



position, and Communication. It is not to be understood that these are in any sense separate spheres of activity. It should be obvious that the ideas giving rise to so-called creative composition spring largely from reading, and issue in some form of expression, probably in oral communication or in writing. It is, however, helpful to arrange the various phases of classroom work in English under headings that are suggestive of their nature and purpose. It is, of course, earnestly hoped that teachers will regard these suggested activities merely as indications of what may legitimately be regarded as suitable types of English work. To require a student to read merely for the sake of reading, or to speak when he has nothing to say is neither good sense nor good pedagogy. Nevertheless, thoughtful teachers will have little difficulty in arranging situations in which the need of various forms of language work as suggested will arise naturally and inevitably.

### **Creative Composition**

The term, Creative Composition, is used to suggest activities in which the pupil invents some or all of the material he speaks or writes. His creation may involve merely the rearrangement of previously acquired ideas but even that kind of creative work is for young students a form of "doing something" just as useful as shopping at the classroom store or building and using a handloom. It need scarcely be pointed out that the purpose is not to produce Shakespeares or Carlyles but merely to permit ordinary boys and girls to express their own ordinary ideas in correct and pleasing language.

### **Oral and Written Communication**

The term, Communication, is used to remind teachers that language exercises should be purposeful—that a student speaks or writes to communicate to his audience what he wishes to say as a result of his thinking, reading, or doing. This all students do successfully, if not elegantly, outside of school, and why not in school where an audience just as interested and perhaps more attentive should serve to stimulate the student to a more orderly, courteous, and effective presentation of his ideas? All these forms of oral and written communication not only provide the students with an excellent training in the use of language, but



also give the alert teacher an opportunity to discover the need and nature of the corrective teaching which is a very necessary phase of the work in language.

### Usage

Corrective exercises in oral and written English should be largely individual and specific. To drill an entire class on errors of which only a few are guilty is an obvious waste of time. Not all children are prone to make the same errors; not all should receive the same remedial training. Knowledge of correct forms is only the starting point; their habitual use is the ultimate goal. Attentive repetition and purposeful practice will prove helpful in the formation of correct language habits.

It is generally agreed that children gain command of their native tongue chiefly through imitation and practice. They learn through reading and other forms of language work to see how sentences are constructed, and to note the importance of properly placing the various parts of a sentence to secure the desired effect. At the same time, for convenience in the study of function and structure, pupils in Grades VII and VIII should become familiar with such grammatical terms and principles as commonly prove useful. By far the greater part of this grammatical work should be oral. Simple functional analysis, the parts of speech, and the use of clauses and phrases, will naturally receive attention in the study of the way in which language does its work, but the terms and principles introduced should not be learned for their own sake. Their study should be applied to actual speech, writing, and reading situations in the pupils' own experience.

### Speech Defects

Corrective teaching is required not only in matters of usage, but in the treatment of speech defects. In recent years, intensive study has been given to methods of treating speech defects, in school children, and speech correction classes under specially trained teachers have been established in a number of urban centres. For the guidance of teachers without special training, Chapter VI of *Training Handicapped Children* (Ryerson) and the books by Ward and Bennett listed under "Corrective



Teaching" on page 137 of the Programme of Studies, suggest helpful exercises designed to improve faulty and slovenly speech.

The problem of stammering is in a different category, and is a matter for treatment by a specialist if possible. The teacher, however, can minimize the self-consciousness of the stammerer by refraining from drawing attention to the disability, by private suggestions to other pupils, and by helping the student to forget himself in choral reading, singing, and (in some cases) acting.

### **The Classroom Library**

To cultivate properly the love of reading and to form the habit of finding in books information and enjoyment, students must have ready access to reading material. Every classroom, then, should have a small, well-chosen, attractive library. The Book Lists provide guidance in the selection of books related to the Programme of Studies, but volumes of stories, travel, and biography to be read for delight should find a place on the classroom shelves. Boys and girls should also be encouraged to make use of the facilities offered by community libraries. Teachers in rural areas without library service may apply to the Travelling Libraries Branch, Department of Education, Parliament Buildings, Toronto, for the loan of a box of books for a limited period to supplement the classroom library.

## **GRADE VII**

### **Reading**

Extensive reading under supervision

At least six books, including the Reader

Selected by the student from an approved list

Informal discussion

Individual or class

Free reading of at least six additional books

Simple record kept by the student

Intensive reading of selected passages

Mainly from the Reader

Major emphasis in some cases on comprehension

The story or argument in broad outline

Answers to specific questions on the text



Major emphasis in some cases on appreciation

The sequence of events or ideas

The effective use of language

Including the choice and placing of words and groups of words

Expression activities of various kinds

Reading, dramatization, composition, art, etc.

Audience Reading

One student reads, others listen

Selection prepared by pupil in advance

Use of special opportunities

Reading the morning Scripture passages

Reading to inform others

Minutes, reports, book reviews, etc.

Reading to entertain others

Original compositions in prose and verse

Interesting items from books and papers

Suitable poems or songs

Dramatic reading

Effective reading or speaking of parts

Speech training as required

Accurate pronunciation of vowel sounds

Careful enunciation of consonant sounds

Use of appropriate tone

Speaking of memorized verse or prose

Passages chosen by the student or suggested by the teacher (a minimum of about two hundred lines)

Emphasis on sincerity and naturalness

Memorization to be encouraged rather than forced

Tested orally rather than in writing

Passages to be written occasionally

Checked for accuracy by the writer

Choral reading

Improving comprehension in silent and oral reading

Ensuring interest in the content

Questioning on the substantial meaning

Not "meanings" of words or phrases

Encouraging pupils to infer meaning from context in meeting new words

Comprehension tests based on silent reading



### Improving oral reading

- Silent reading preceding oral
- Reading the ideas not merely the words
- Correcting errors in pronunciation
- Reading occasionally to the teacher
  - Pupils receive individual help as required
  - Other pupils busy with other work

### The classroom library

- An attractive library in every classroom
- Frequent additions by purchase, loan, or gift
- Student librarian or library committee

### Creative Composition

#### Story-telling—oral or written

- Telling a story in the first person
  - Stories from Science, Social Studies, etc.
- Telling stories suggested by pictures
- Changing the ending of a story
- Adding a sequel to a story
- Making a similar story
  - Different characters, or plot, or setting
- Completing a story
  - Given the beginning, or the middle, or the end

#### Making a play out of a story

- Planning the scenes and costumes
- Selecting the characters
- Writing the dialogue
- Rehearsing the play
  - Making changes as necessary

#### Verse making

- Study of stanza forms—no technical names
  - Rhythmic patterns
  - Rhyme systems
- Co-operative building of stanzas
- Encouragement of individual efforts

#### Writing imaginary diaries, letters, etc.

- By historical characters
- By a person in another country



**The class magazine**

- Weekly, or fortnightly, or monthly enterprise
- Each student providing one "page" in his own hand-writing
  - Story, news, book review, poem, illustration, etc.
- Revised under direction of an editorial staff
- "Pages" assembled and bound by an art staff
- Circulation supervised by a circulation manager
  - Lent to each student for one evening
- No expense involved

**Oral Communication****Informal conversation**

- Exchanging views and opinions
- Practising the amenities
  - Greeting newcomers to the group
  - Making introductions
  - Taking one's leave of the group

**Telephoning**

- The technique of making and receiving a call
- Dramatizing special types of telephone conversation
  - Inquiring after a classmate who is ill
  - Extending congratulations
  - Inviting classmates to a party
  - Sending a message for some one else

**Making a report**

- Informal account of an inquiry or of a "research"
- Dealing with questions from the group

**Relating an anecdote**

- In a general conversation
- In a "Story Hour"

**Joining in a discussion**

- Criticizing a book, a picture, etc.
- Appraising a photoplay, a game, etc.
- Planning an enterprise, etc.

**Interviewing**

- Securing information
- Making a request
- Arranging a joint activity
- Defending a misunderstood action



**Speaking**

- Correct pronunciation
  - Pure vowel sounds
  - Full value of consonants
  - Proper placing of stresses
  - Avoidance of clipped speech
- Improving slovenly speech

**Communication in Writing**

- Writing letters as occasions arise
  - Personal letters of various kinds
  - Simple business letters
  - Informal notes of invitation and replies
- Recording the minutes of a meeting
  - Stating time and place of the meeting
  - Keeping a record of all business transacted
  - Summarizing discussions, reports, papers, etc.
- Contributing to the class or school paper
  - Reporting an activity
  - Contributing an outstanding essay or poem
  - Compiling the news of the class
  - Announcing a coming event
  - Making a book review
  - Advertising an article for sale, etc.
- Making posters
  - Announcing a class activity
  - Advertising an article lost or found
  - Publishing safety rules agreed upon
- Telegraphing
  - Composing the message
  - Calculating the cost
- Preparing a broadcast
  - Necessity for writing every word
  - Fitting the material to the time
    - Expanding or condensing
  - Making an effective, unhurried conclusion
- Securing reference material
  - Purpose of each part of a book
  - Using the list of contents and the index
  - Finding information in an encyclopaedia
  - Making notes, outlines, and summaries



### Writing

- Attention to neatness and legibility
- Pride in good craftsmanship
- Consideration for the reader
- Regular writing periods for pupils requiring assistance
- Drills to correct specific errors
- Pupils excused when satisfactory standards reached and maintained

### Spelling

- Constant use of the dictionary
- Attention to spelling in *all* written work
- Personal list built up by each student
- Class discussion of common "démons"
- Regular use of The New Canadian Speller
- As suggested in the Manual

### Mechanics

- Attention to margins, spacing, etc.
- Continued practice in common uses of period, comma, quotation marks, etc.
- Use of colon; semicolon
- Use of the dictionary
- Finding the correct spelling of a word
- Selecting the appropriate meaning
- Employing synonyms to secure clearness, vividness, and variety
- Discovering proper pronunciation

### Usage

#### Paragraph structure

- Continued stress on essentials of a good paragraph
- Unity in the paragraph
- Proper order of sentences
- Effective beginning and ending
- Planning and writing compositions of more than one paragraph

#### Sentence structure

- Recognition and use of sentence forms
- According to meaning
- Assertive, interrogative, imperative, exclamatory
- According to construction
- Simple and compound



- Parts of the sentence
  - Subject
  - Predicate
  - Modifying parts
  - Completing parts—object, subjective completion
- Recognition and use of noun, pronoun, verb, adjective, adverb, preposition, co-ordinate conjunction
- Using phrases as adjectives and adverbs
- Agreement of verb with its subject in number and person
- Simple tense forms—past, present, future
- Practice in correct use of troublesome verbs; e.g., learn, teach; may, can; etc.
- Practice with troublesome verb forms; e.g., have gone
- Use of case forms in pronouns
  - As subjects, objects, and when showing ownership or possession
- Singular and plural forms in nouns and pronouns
- Formation and use of possessive forms in nouns
- Comparatives and superlatives—forms and uses
  - In adjectives and adverbs
- Precision in the use of prepositions: e.g., in, into; on, upon; etc.

## GRADE VIII

### Reading

- Extensive reading under supervision
  - At least six books, including the Reader
  - Selected by the student from an approved list
  - Informal discussion
  - Individual or class
- Free reading of at least six additional books
  - Simple record kept by the student
- Intensive reading of selected passages
  - Mainly from the Reader
  - Major emphasis in some cases upon comprehension
    - Making an outline of the story or argument as a whole
    - Listing details—successive steps in a story or points in an argument
    - Seeing the significance of an incident or an argument



- Major emphasis in some cases upon appreciation
  - Orderly arrangement of paragraphs, sentences, parts of a sentence
  - Well-chosen words—verbs, adjectives, adverbs, etc.
  - Variety in sentence structure
  - Effective placing of words and phrases
  - Apt comparisons
  - Pleasing sound effects
  - Reality and sincerity of ideas and emotions
- Expression activities of various kinds
  - Reading, dramatization, composition, art, etc.

#### Audience reading

- One student reads, others listen
  - Selection prepared by pupil in advance
- Use of special opportunities
  - Reading the morning Scripture passages
  - Reading to inform others
    - Minutes, reports, book reviews, etc.
  - Reading to entertain others
    - Original compositions in prose and verse
    - Interesting items from books and papers
    - Suitable poems or songs

#### Dramatic reading

- Effective reading or speaking of parts
- Speech training as required
  - Accurate pronunciation of vowel sounds
  - Careful enunciation of consonant sounds
  - Use of appropriate variations in tone
    - Pitch, volume, rate, inflection, quality

#### Speaking of memorized verse or prose

- Passages chosen by the student or suggested by the teacher
  - A minimum of about two hundred lines
- Emphasis on sincerity and naturalness
- Memorization to be encouraged rather than forced
  - Tested orally rather than in writing
  - Passages to be written occasionally
    - Checked for accuracy by the writer
- Choral reading



Improving comprehension in silent and oral reading

Ensuring interest in the content

Questioning on the substantial meaning

Not "meanings" of words or phrases

Encouraging pupils to infer meaning from context in meeting new words

Regular use of comprehension tests based on silent reading

Improving oral reading

Silent reading preceding oral

Reading the ideas not merely the words

Reading occasionally to the teacher

Pupils receive individual help as required

Other pupils busy with other work

Correcting errors in pronunciation

The classroom library

An attractive library in every classroom

Frequent additions by purchase, loan, or gift

Student librarian or library committee

**Creative Composition**

Story-telling—oral or written

Changing the plot of a story

Adding a sequel to a story

Making a similar story

Different characters, or plot, or setting

Writing an original story

Study of good models

The story order

Devices to catch and hold interest

Use of effective words

Exact nouns, vivid verbs, picturesque adjectives,  
and adverbs

Variety and appropriateness of the connectives

Skilful use of figures of comparison

Story suggested by a picture

Description—oral and written

Study of good models

The point of view

The order of description

The choice of words to produce the desired effect



## Use of descriptions

- In Science, Social Studies, Art, etc.
- Incidentally in story-telling

## Explanation—oral or written

- Giving directions
- Telling how to do or make things
- Explaining how to carry on an activity
- Defining precisely

## Play-writing

- Making plays out of prose stories and narrative poems
- Dramatizing historical events
- Making original plays
  - Planning the action
  - Arranging the stage setting
  - Writing the dialogue
  - Rehearsing and revising

## Verse making

- Study of stanza forms
  - Rhythmic pattern
  - Rhyme system
  - Appropriateness to the theme

## Co-operative verse making

- Selection of a rhythmic pattern
- Decision as to rhyme system
- Writing and revising the verses
  - Removing roughnesses in metre
  - Using appropriate words

## Encouragement of individual efforts

## Writing imaginary logs, diaries, letters

- Examination of good models
- Realization of an imagined situation
- Use of appropriate language
- Attempt to write what would have been written
  - By an explorer, or a pioneer, or an "old-timer"
  - By one in the homeland
  - By one in an outpost of the Empire



**The school magazine**

A half-yearly, or yearly enterprise

Editors, business managers, etc., from Grade VIII

Reporters in all grades

Articles selected from class magazines

**Oral Communication****Informal conversation**

Exchanging views and opinions

Practising the art of listening

Observing the amenities

Courtesy; consideration for others

**Telephoning**

Dramatized conversations

Business calls

Placing an order

Making an appointment

Calling a number as requested

Requesting that Mr. S. call your number

Long distance calls

Personal messages

Business messages

Station-to-station calls

**Joining in a discussion**

Criticizing a book or a play

Appraising a broadcast

Discussing a recent event

Planning an enterprise

**Informal debating**

Topics of immediate interest to the pupils

**Interviewing**

Soliciting support for a candidate

Applying for a position

Securing information

Making an apology

**Making a report**

Informal reports to the class

Formal report to a meeting

Without recommendations

With recommendations

Moving that the report be received



**Relating an anecdote**

In a general conversation

As part of a platform address

Purpose, appropriateness, aptness

**Taking part in a meeting**

Presiding over a meeting

Making or seconding a motion

Moving an amendment

Debating a proposal

Introducing or thanking a speaker

Making a presentation

Acting as toastmaster at a banquet

Proposing a toast, responding to a toast

**Speaking**

Correct pronunciation

Pure vowel sounds

Full value of consonants

Proper placing of stresses

Avoidance of clipped speech

Improving slovenly speech

**Communication in Writing****Writing letters as occasions arise**

Personal letters

Letters of congratulation, sympathy, thanks, etc.

“Bread-and-butter” letters

Expressing appreciation for hospitality

News letters to a “shut-in”

Travel letters—narrative and descriptive

Business letters

Orders for goods

Inquiries as to price, quality, etc.

Special requests, e.g., for the use of a building

Letters of application

Informal notes of invitation and replies

**Recording the minutes of a meeting**

Using the conventional form

Making an accurate record of all motions, etc.

Summarizing all discussions, reports, addresses



### Contributing to the school or local paper

- Reports of various activities
- Items of school news
- Announcements of coming events
- Book reviews
- Special articles
- Editorials
- Advertisements

### Telegraphing

- Deciding on the kind of message
  - Telegram; day letter; night letter
- Composing the message
- Calculating the cost

### Making posters

- Announcement of school functions
- Advertisements of articles for sale, etc.
- Campaign slogans
- Educational posters
  - Better reading, cleaner sport, war effort, etc.

### Preparing a broadcast

- Necessity for having every word written
- Timing the reading
- Making necessary changes in the amount
- Provision for an unhurried conclusion

### Making an outline of a lecture or an article

- Arrangement of main headings and sub-headings
  - Listing of points
- Proper use of letters and numerals

### Securing reference material

- Purpose of each part of a book
- Using list of contents and the index
- Finding information in an encyclopaedia
- Making notes, outlines, and summaries

### Writing

- Attention to neatness and legibility
  - Pride in good craftsmanship
  - Consideration for the reader



Regular writing periods for pupils requiring assistance

Drills to correct specific errors

Pupils excused when satisfactory standards reached and maintained

### Spelling

Constant use of the dictionary

Attention to spelling in *all* written work

Personal list built up by each student

Class discussion of common "demons"

Regular use of *The New Canadian Speller*

As suggested in the Manual

### Mechanics

Attention to margins, spacing, etc.

Correct use of all punctuation marks

Ordinary uses

Arrangement of topical outlines

### Use of dictionary

Finding correct spelling and appropriate meaning

Discovering proper pronunciation

Use of dictionary pronunciation key

Employing synonyms to secure clearness, vividness, and variety

### Usage

#### Paragraph structure

Continued stress on essentials of a good paragraph

Unity in the paragraph

Proper order of sentences

Effective beginning and ending

Planning and writing compositions of more than one paragraph

#### Sentence structure

Review of parts of the sentence—subject, predicate, modifying parts, objects, subjective completions

Recognition and use of noun, pronoun, verb, adjective, adverb, preposition, conjunction

Variety in length and structure of sentences

Principal and subordinate clauses

Clauses used as adjectives, adverbs, and nouns

(Noun clauses chiefly as objects)



Phrases used as adjectives and adverbs  
Kinds of sentences according to structure  
Simple, compound, complex

Verbs—transitive, intransitive, copula

Agreement of subject and verb in person and number

Verb forms showing time

Simple present, past, and future

Perfect present, perfect past

Verbs frequently confused

Raise and rise, sit and set, lie and lay, etc.

Use of case forms in pronouns

Singular, plural, and possessive forms in nouns and pronouns

Comparatives and superlatives in adjectives and adverbs

Forms and uses

Correct use of adjective and adverb forms

good, well; sure, surely; etc.

Effective use of meaningful and picturesque adjectives

Precision in the use of prepositions commonly employed

between, among; from, off; etc.



# MATHEMATICS

## Purpose of Course

The course in mathematics in Grades VII and VIII is intended to help the child to understand and share in the quantitative phases of life around him. If the child is to share adequately in social life he must develop an understanding of those mathematical principles and processes that are essential in modern life, must have reasonable facility and a high degree of accuracy in calculation, and must develop the ability to think clearly in situations involving quantitative relationships.

Mathematics becomes more meaningful to the child, and is learned more readily, when he realizes that it plays a part in his daily life. The subject becomes challenging and interesting to the pupil who sees the importance of mathematics in his home and in his community. The material presented, therefore, should be related as closely as possible to situations that are within the experience of the pupils.

The course should not only provide the child with a fund of mathematical information, but it should be so presented that the pupil will gain a feeling of confidence in his ability to handle numbers successfully, and a desire to pursue the subject further. Confidence is the result of success; and while the tasks required should be of sufficient difficulty to challenge the pupil's best effort, they should be of such a nature that a fair chance of success is possible. Failure to adjust problems to mental maturity is often an important source of trouble. The possession of a comfortable feeling towards working with numbers is the pupil's best assurance that he will later be prepared successfully to apply mathematical ideas and processes to the situations of adult life.

An important result of the study of mathematics should be the growth of proper attitudes towards social matters. It is not only what a child of thirteen knows or can do in mathematics that is important, but what sort of child he is becoming by virtue of his work in mathematics. Hence comes the emphasis upon mathematics as affording children excellent opportunities to



“think” for themselves, to concentrate, to make sustained effort, to value accuracy for its own sake, and to understand and use precise statements of fact whether couched in words, symbols, or diagrams. Fortunately these developmental objectives are most easily realized in teaching what is closely related to the child’s experience, needs, and interests as a social being.

The programme accordingly provides for training in the use of integral and fractional numbers in connection with problems growing out of or related to the child’s actual interests and experiences in the school, the home, and the community. The introduction of percentage and its applications not only affords further training in computation but helps to enforce the idea that arithmetic is of the very texture of ordinary daily life. Only those phases of commercial arithmetic that concern the buyer or consumer are given prominence. The more adult and complicated phases—those that concern the banker rather than the customer, the insurance agent rather than the buyer, the merchant rather than the consumer—have little value to pupils of these grades. By the use of geometrical drawings, graphs, and formulae the child learns something of the shorthand of mathematics. A gradual acquaintance is also made with the language, notations, and elementary principles of geometry. Elementary principles from the field of algebra—the use of literal numbers, formulae and equations—form a part of the course. These abstract ideas come to have meaning to the pupils only through their application in a variety of situations, made as concrete as possible. It is believed that they can be more effectively developed in a programme extending over a period of two years than in a period of a few weeks at the beginning of an algebra course, and acquaintance with these ideas will be an aid to the pupil in thinking and expressing ideas involving number.

### **The Need of Recurring Practice**

The teacher should bear in mind that pupils master a mathematical principle or process by having occasion to use it again and again after it has been first presented. At the beginning, the intervals between its recurrence should be short. As time goes on the length of the intervals will be increased, but no principle should ever be entirely abandoned. Effective teaching requires provision for maintaining ideas and topics taught previously,



and the repetition will be more effective if the principles involved are applied to new and interesting situations. The authorized text-books, *Junior Mathematics*, have been organized with these considerations in mind, and in them social situations are used as settings for organizing and integrating mathematical topics. It is expected, however, that the teacher will supplement the exercise material of the text-book with problems and situations specifically designed to meet the special needs of his pupils.

### **Remedial Teaching**

Teachers in the senior grades should assume their full share of responsibility for the children's skill in the fundamental operations. There will doubtless be some children whose mechanical work is far from satisfactory. In such cases it is the duty of the teacher, by the use of suitable tests, and by a careful examination of the pupil's methods of work, to make a careful diagnosis of the difficulty and to determine the proper remedial practice. This is also true in the case of problem work. Some children fail here because of reading disabilities, some through carelessness in computation, some because they trust to memorized solutions, and many through "phobia"—the result of repeated failures and their emotional accompaniments. In every case the teacher should sympathetically but earnestly seek to discover the cause of failure, and take the necessary steps to remove it so that every child will have the pleasure of successfully solving problems up to the limit of his capacity.

### **Problem Solving**

Pupils should be trained to read the problem carefully, to determine what is to be found, and to decide what process must be used. The data necessary for the solution may be contained in a previous problem, or may have to be secured from tables, reference books or other sources. Pupils should have ample experience in obtaining such data. Before the computations are performed an estimate of the answer should be made, and the habit of checking the result should be firmly established.

Definite training in reading and analysing problems should receive careful attention. The oral discussion of miscellaneous practical problems should therefore be a regular feature of the



classroom work and pupils should have frequent opportunities of stating the "solution," step by step, with and without mental computations. The success of the training in problem solving should be tested by the children's growing desire and power to solve problems independently.

In all work clarity of thought and accuracy in computation are of supreme importance. Clear thinking will depend, to a great extent, upon the pupil's comprehension of the conditions set forth in the problem. Many problems which in themselves appear simple enough to adults, may have little reality to children because they apply only to the concerns of adult life. The importance then of providing problem material within the experience and comprehension of the children can scarcely be too strongly emphasized.

Accuracy in computation depends not only upon competence in the fundamental processes, but also upon the neatness and orderliness with which the work is set down. No slovenly work, oral or written, should be accepted, not for the sake of results written in the children's exercise books, but for the sake of results written in the children themselves.

### Presentation of Topics

The order in which the various phases of the work are listed in the Programme does not indicate the order in which they will appear in the classroom. The arrangement used in the authorized text-books, *Junior Mathematics*, has been found economical of time, and is in harmony with the available evidence regarding the development of mathematical ability in children. It is intended that each new phase of the work should be presented in a problem situation, and that each process as mastered shall be used in a variety of problems, some of which should be suggested by the children themselves, and all of which should be within the children's experiences, and related to their needs, and interests.



## GRADE VII

### The Fundamental Operations

#### DRILL PRACTICES THROUGHOUT THE YEAR

To promote facility and accuracy in the mechanical operations

Frequent, regular, and varied drill in work of Grades I to VI

Addition, subtraction, multiplication, and division of whole numbers

Addition and subtraction of common and decimal fractions

Drill practices on new work of Grade VII following presentation

Discovery of individual weaknesses

Tests to find difficulties of pupils

Examining oral and written work for faulty method

Treatment of individual weaknesses

Explanation of pupil's difficulties

Varied drill as required

Oral practice to develop speed and accuracy

Exactness and order in written work

#### COMMON FRACTIONS

Meaning and use

Multiplication

Fraction by a whole number

Fraction by a fraction

Mixed number by a fraction

Mixed number by a mixed number

Use of cancellation as a short cut

Practical problems involving fractions

#### DECIMAL FRACTIONS

Meaning and use

Multiplication

Decimal by a whole number

Decimal by 10, 100, 1000

Whole number by a decimal

Decimal by a decimal

Treatment of zeros in decimal answers



Placing decimal point by inspection  
 When multiplying by 10, 100, 1000, .1, .01, .001.  
 Practical problems involving decimals

## PERCENTAGE

Meaning

Useful fraction, denominator of which is 100

Ways of expressing: 5 per cent., 5%,  $\frac{5}{100}$ , .05

Meaning of 100%: the whole quantity,  $\frac{100}{100}$ , 1

Expressing simple "percents" as decimal fractions

Expressing decimal fractions as "percents"

Expressing halves, fourths, fifths, and tenths as "percents"

Finding a per cent of a number

Expressing the per cent as a decimal fraction and multiplying

Using simple common fractions as a short cut

Practical problems involving percentage

## Practical Problems

Involving the fundamental operations

Whole numbers, common and decimal fractions, percentage

Arising in ordinary life of pupils in school and home

In games, cookery, woodworking, sewing, etc.

Checking bills for family groceries, etc.

Keeping children's cash accounts

Budgets for boys and girls

Allowance, money for holidays, club funds, etc.

Earning money by selling on commission

Taking advantage of discounts

In paying bills—gas, electric, etc.

In paying cash for purchases

In bargain sales

Using the bank for saving money

Calculating interest on money saved

Using the formula  $I = prt$  (after understanding clearly established)



Wartime problems  
War Savings Stamps and Certificates  
Victory Bonds  
Rationing, salvage, etc.  
Interpreting bargraphs and pictographs  
Making bargraphs

### Mensuration

Review of linear and square measure as presented in previous grades  
Finding the area of rectangles  
Use of formula  $A = lw$  (after understanding clearly established)  
Meaning of volume  
The cubic inch, the cubic foot, the cubic yard, the cord  
Finding volumes of rectangular solids  
Objectively at first  
Leading to discovery and use of formula  $V = lwh$   
Measuring and buying lumber: the board foot  
Reading the gas meter  
Reading the electric meter  
The watt, the kilowatt hour  
Calculating gas and electric bills  
Measuring the circle  
Radius, diameter, circumference  
Discovery of relationship  
Meaning of  $\pi$   
Use of formula,  $C = \pi d$  or  $C = 2\pi r$   
Measuring and constructing angles  
Discussing measurement of angles in degrees  
Using the ruler and protractor in construction  
Right, acute, and obtuse angles  
Interpreting and making circle graphs  
Lines—vertical, perpendicular, horizontal, oblique  
Measuring accurately with ruler and compasses  
Triangles—equilateral, isosceles, scalene, right-angled  
Drawing triangles  
Measuring parallelograms  
Dimensions—base, height  
Drawing parallelograms



Interpreting and making drawings to scale  
Use of ruler, compasses, and protractor

## GRADE VIII

### The Fundamental Operations

#### DRILL PRACTICES THROUGHOUT THE YEAR

To promote facility and accuracy in the mechanical operations

Frequent, regular, and varied drill in work of Grades I to VII

Addition, subtraction, multiplication and division of whole numbers

Addition, subtraction and multiplication of common and decimal fractions

Drill practices on new work of Grade VIII following presentation

Discovery of individual weaknesses

Tests to find difficulties of pupils

Examining oral and written work for faulty method

Treatment of individual weaknesses

Explanation of pupil's difficulties

Varied drill as required

Oral practice to develop speed and accuracy

Exactness and order in written work

#### COMMON FRACTIONS

##### Division

Fraction by fraction

(Divisor, the number at the *right* of the division sign)

By divisor with the numerator 1

Whole number by a fraction

Fraction by a whole number

Mixed number by a fraction

Mixed number by a whole number

Whole number by a mixed number

Mixed number by a mixed number

Use of cancellation as a short cut

Practical problems involving fractions



## DECIMAL FRACTIONS

## Division

Decimal by a whole number

Treatment of remainders in division

Dividing to *nearest* tenth, hundredth, etc.

Whole number by a larger whole number

Changing common fractions to decimals

(Dividing numerator by denominator)

Decimal by a decimal

Dividing by .1, .01, .001

Whole number by a decimal

Explanation of "place-value"

Story of invention of decimal fractions

Relation to common fractions

Fractions with denominator 10 or *power* of 10

Multiplication and division

Multiplication by number less than one

*Decreased* result

Division by number less than one

*Increased* result

Practical problems involving decimals

## PERCENTAGE

Finding a "percent" of a quantity

Expressing the "percent" as a decimal fraction and multiplying

Common fraction equivalent used as a short cut in certain cases

Special treatment of more difficult "percents"

100% and "percents" greater than 100%

1%, 9%, correct translation to decimal fractions

Fractional "percents"— $\frac{1}{2}\%$ ,  $\frac{1}{4}\%$ , etc.

"Percents" such as  $2\frac{1}{2}\%$ ,  $3\frac{1}{4}\%$ , etc.

Finding what "percent" one number is of another

Finding a number when a "percent" of it is known

Practical problems involving percentage

## Practical Problems

Arising in the home and school life of the pupils

Buying materials for the home, etc.

Earning money for the support of the home



Budgeting

- Children's budgets
- Budgeting the family income
- Farm budgets

Community budgets

- Property taxes
  - Meaning of assessment, tax-rate, mill
  - Expression of mill rate as a decimal fraction

Income Tax

- Simple illustrative examples only

Simple business situations involving percentage

- Finding discounts
- Meaning of wholesale and retail
- Finding profit and loss

The family savings

- Depositing money in the bank
- Savings accounts and interest
- The bank cheque

Borrowing money

- To build a home
- To buy farm machinery or seed, to harvest crops, etc.
- Promissory notes
- Finding interest on loans
  - Computation of time in days
  - Use of formula,  $I = prt$

Paying cash vs. instalment buying

- Simple examples
- Wartime regulations

Protecting the home against loss

- Insuring homes against fire loss
- Farm insurance, hail, frost, etc.
- Automobile insurance, purpose, kinds
- Life insurance, purpose, forms
- Unemployment insurance

Wartime problems

- War Savings Stamps and Certificates
- Victory Bonds
- Rationing, salvage, supplies for armed forces, etc.

Interpretation and construction of linegraphs



**Mensuration**

Problems based on mensuration of Grade VII

Circumference of circle,  $C = 2\pi r$

Finding areas of geometric figures

Rectangle, triangle, parallelogram

Circle

Use of formulae-

Rectangle,  $A = lw$

Triangle,  $A = \frac{1}{2}bh$

Parallelogram,  $A = bh$

Circle,  $A = \pi r^2$

Use of ruler, compasses and protractor

In design, in drawing plans, in solving problems, etc.

Measuring angles

Drawing angles with ruler and protractor

Bisecting an angle

Drawing a perpendicular

Reading and making scale drawings

Drawing triangles

When the sides are known

When two angles and one side are known

When two sides and enclosed angle are known



# SCIENCE

## Purpose of the Course

The course in Science is intended to employ the adolescent child's curiosity as to *why* things happen as they do. By helping such children to answer their own questions regarding natural phenomena teachers may gradually establish the fundamental principle that "any event in nature is preceded by other events which are its causes and followed by still others which are its effects." By reference to easily observable phenomena all around them and by experimental demonstrations the children may be led to discern and respect the operation of other scientific principles in the ordinary happenings of everyday life. Such students, under the wise guidance of skilful teachers, will not only glimpse certain great principles of science but will also gather countless items of useful information which may well become the basis of later generalizations.

## Selection of Activities

The activities suggested are accordingly grouped around certain phases of the ordinary environment of the child and are planned to introduce him to various fields of science—botany, zoology, physics, chemistry, geology, astronomy, physiology, hygiene. It is, of course, not intended that the activities suggested should be taken in the order given, much less that all should be attempted. The teacher should feel free to select and arrange the science experiences of his classroom as he thinks best. Some attempt should be made, however, to secure variety in the types of activity employed and some measure of comprehensiveness in the range of scientific fields entered upon. To this end it is suggested that approximately two-fifths of the topics listed might be dealt with, and that the study of a few topics from each section might be attempted in most classrooms. Too much time should not be given to any one phase of science—e.g., botany, lest other fields perhaps more alluring to certain students, be left almost undiscovered. Nor should teachers forget that children of twelve or thirteen are too immature fully to understand the



scientific principles involved in many of the phenomena of everyday life. Zealous and well-informed teachers must not permit themselves to confuse the minds of children with science experiences or information more appropriate for students of secondary school age.

### **Treatment of Topics**

The wise teacher in Science as in other "subjects" will use opportunities as they arise (or are adroitly made to arise) to raise questions leading to scientific investigation, and will be guided as largely as possible by the children's actual evident interests rather than by an adult logical arrangement of the subject matter. Nor will the teacher feel it necessary to lead his students systematically to the ordinary generalizations of science by a carefully planned series of "lessons." Rather will he expect the children gradually to build their own generalizations—amending, correcting, confirming, and enlarging their ideas, as knowledge grows from more to more. The skilful teacher, indeed, will make it a point always to relate the new to the old, thus constantly reviewing his students' previous science experiences and giving additional meaning to the new.

In dealing with any specific topic of the course teachers are urged to employ the usual methods of approach, investigation, and discussion. An ordinary phenomenon observed by the child should give rise to a discussion out of which will emerge at least one problem requiring experimental investigation. The experiments should, as largely as possible, be suggested, planned, and carried out by the students. On the evidence thus obtained students should be encouraged to make inferences and to draw conclusions. These conclusions should be discussed in class and, if necessary, corrected or amended by subsequent experimentation. A discussion of the applications in ordinary life of any scientific principle thus established should be a useful phase of the work.

### **Scientific Reading**

The children's observations and experimental work should be supplemented by a great deal of scientific reading. Reading about science is, of course, no substitute for experimentation, but students who have rediscovered a scientific principle will be



profoundly interested in the stories of the pioneer scientists who first explored the field in which they have been working. The library, therefore, should contain a few good science readers in which the students may find not only useful and interesting information, but the inspiration also to emulate the patience, the courage, and the intellectual honesty of the genuine scientist.

### Science and Health

It will be noted that health information is an important phase of the work throughout and that in each grade a special series of health topics is proposed under the heading of Science in Our Own Bodies. It is hoped that the scientific treatment of these topics will result in a better attitude on the part of the children toward personal and community health. Teachers are urged to give special attention to this part of the work and in the case of temperance to enforce their teaching by their own example. Indeed every teacher should regard it as an important part of his duty to inculcate in his pupils desirable attitudes towards temperance and, in particular, a genuine respect for sobriety.

### Science and Agriculture

Among the activities suggested in this Science course are many that have a direct bearing on certain phases of agriculture. While some of these may be selected in any class, it is intended that teachers in schools where agriculture is taught will make full use of those science topics which give a rational basis to agricultural activities. The urban pupil will benefit by having his attention directed to some of those phases of Science which directly concern the farm. The rural pupil, on the other hand, will find much to stimulate his interest in many aspects of Science which concern other walks of life. The teacher should arrange the activities, therefore, so as to provide a balanced programme for all pupils.



## GRADE VII

(Approximately two-fifths of the topics listed for the grade should receive attention. See paragraph on page 69 regarding selection to be made.)

### 1.—Science in the Garden—Autumn

Census: recognition and uses of various flowering plants and vegetables, classified as annuals, biennials and perennials

How a plant gets its food: anchored by roots, raw food absorbed by roots, root hairs, demonstration of absorption with a parsnip or potato or egg

Rise of moisture in stems

How a plant uses food: for growth, storage for future use, starch test

Seeds: observing how formed, how dispersed

Plants for indoors: transplanting from the garden, making and transplanting cuttings

Bulbs: indoor and outdoor planting

Vegetables: method of storing for winter

Cabbage butterfly: recognition, observation in cages in classroom, harm done, control

Other insect enemies of the garden: recognition, observation indoors, methods of getting food, control

Toad: observing habits, how it eats, rearing in a vivarium, value

### 2.—Science in the Orchard—Autumn

Apples: common kinds, growth and function of a fruit illustrated by the study of the skin, flesh, food channels, and core of an apple

Wormy apples: recognition and feeding habits of codling moth larva, life history, harm

Apple scab: recognition, harm

Girdling: rabbits, mice, harm, prevention

Orchard fruits: census, a classroom display, picking and packing, storing

### 3.—Science in the Woods—Autumn

Census: trees of the community, deciduous and evergreen

Autumn wild flowers: recognition

Poison Ivy: recognition, precautions

Special plants: mosses, lichens, fungi, mushrooms, where and how they live



How a tree lives: getting raw food, making plant food, making seeds, autumn colours

Leaf fall: advantage, preparation, variation in time, leaf scars

Buds: purpose, formation in late summer, protection

Animal census: wild animals seen in the community, their habits

Squirrel: kinds, food, habits, homes

Observation of migrating birds

#### 4.—Science in the Kitchen

Tea-kettle: water vapour, steam, Watt, movement of lid, steam power, steam engine, condensation, clouds

Sealer top: effect of hot water, expansion of solids

Insulating handles: conduction of heat, good and poor conductors, insulation

Thermometers: purpose, uses in the kitchen, how a thermometer measures temperature, expansion of liquids

Coffee-maker: how it works, pressure of steam, condensation

Drying dishes: tea towels, absorption of water, evaporation, conditions favouring evaporation

#### 5.—The Science of Lighting

Candles: how made, wick, imperfect burning, need for air

Lamp: coal oil or kerosene, smoking, function of the chimney, precautions

Gas: kinds used, burner, mantle, gas and air mixture, air regulator, precautions, gas meter, dials, reading

Matches: early kinds, method of making, heat by friction, precautions

Electric bulb: examination, filament, early history, Edison, incandescence, vacuum, gas-filled bulbs

Correct lighting in a home or school

#### 6.—Science in the Living-room

Fireplace and chimney: how they give us heat, explanation of why the fuel burns, experiment illustrating convection currents, radiation of heat, draught, smoke, soot, "sweat", ashes, construction, precautions

The piano: vibrating strings, loudness, pitch

Clock: how it tells time, spring or weight, pendulum, gear wheels, escapement, hands

Christmas trees: recognition of kinds of evergreens by needles and cones



**7.—The Science of Food**

Needs of the body for food: growth, energy, repair, and general health

Classification of foods according to use: building, fuel, regulators, protectors

Vitamins: importance, sources

Diet: balance, variety

Bread: starch, test for starch, brown and white bread, cereals used

Meat: muscle fibre, protein, fat, digestion, precautions

Butter: fat of milk, how butter is made

Sugar: sources, food value

Salt: values to man, sources

Milk: constituents, food value, care of milk

Water: necessity, quantity required

Tea: plant, processing, precautions in use

Coffee: plant, processing, precautions in use

**8.—Science in Our Own Bodies**

Need of making food soluble: digestion

Saliva: action on starch, glands

Stomach: functions, location, structure

Intestines: functions, location, structure, importance of regular elimination

Healthful eating habits

Bones: functions, structure, joints, kinds of food required, fractures

Muscles: function, how they work, tendons, fatigue, rest

Posture: importance, arches of feet, "flat feet," exercises, proper shoes

Nerves: functions, distribution, how they work

**9.—Science in the Dining-room**

Linen: table cloth, threads, flax plant, fibres, processes, care

Dishes: china and porcelain, clay, shaping, firing, decorating

Glassware: making of glass, blowing, shaping, polishing, cutting

Mirror: plate glass making, silvering, reflecting surface, signalling

Cutlery: story of Tubal Cain, smelting, pig iron, steel, processes, Damascus blade, "stainless steel," making of cutlery

Silverware: "sterling," processes, base metals, plating



**10.—Science in the Bathroom**

Teeth: functions, structure, proper care

Cleaning teeth: brush, method of using, composition and use of powder and paste, substitutes

Skin: functions, structure, cleanliness, soap; treatment of cuts, infection

Hair: proper care, effect of brushing, suitable hair brush, massage, effect of circulation, oil

Nails: growth, care

Medicine cabinet: contents, precautions

Medicine dropper: uses, how it works, air pressure

Health scales: weight and health, how scales work

Water: hard and soft, effect of boiling, softeners, advantages of soft water; springs—origin and pollution; kinds and construction of wells, testing of water

How water is brought to the home: sources, water pressure, "head"

Water meter: purpose, reading

Faucet: purpose, structure, valve and valve seats, washer, repair

Drain pipes: connections, trap, sewer-gas, stack

Sewage: dangers, methods of disposal, bacterial action, septic tank

**11.—Science in the Sleeping Room**

Sleep: need, amount required, advantage of darkness

Heart action: slowing of rate in sleep, reason, blood stream

Bed: muscle relaxation, level mattress, pillows

Bed clothes: light, warm, wool or down

Ventilation: need, methods, principles

Insulation: purpose, methods, materials, principles, air as an insulator, double windows

**12.—Science in Our Senses**

Sight: importance, the eye as a camera, how the eye works, care of the eyes, common disorders

Hearing: how sounds come to us, how the ear receives sounds, care of the ear

Smelling: small patches in the nose, relation to breathing

Tasting: how we taste things

Feeling: sensitive spots in the skin



**13.—Science in the Garden—Spring**

Seed germination: conditions necessary, germinating seeds and observing changes, examining a seed to discover how it is fitted to produce a plant

Testing seeds for strength and percentage of germination

Starting garden plants in the classroom

Greenhouse: purposes, how heated, operation, importance of glass houses

Hotbed: purpose and construction, sources of heat, care

**14.—Changing Life in Spring**

Spring buds: observation of development into leaves and flowers

Sap: composition, flow, maple syrup and sugar

Perennials: kinds grown locally, care in Spring

Wild flowers: Spring varieties, conservation; the trillium—our Provincial flower

Ferns and mosses: new growth, uncurling fronds, spores

Tent caterpillar: eggs, new larvae, tents, control

Frogs and toads: eggs, incubation, tadpoles, development, field excursions, classroom observations

**15.—Science in the Woods—Spring**

Tree: shape in the open, shape in the woods, good timber

Value of the forest to man: fuel, timber, lumber, other products, wild life, stream conservation, flood prevention, recreation

Value of the forest to other life: protection and food for birds and other animals

Forest fires: causes, losses, precautions

Other forest enemies: insects, fungous diseases

The woodlot: value, care

Reforestation: advantages, methods, government aid

Observation of returning birds

**16.—Science in the Orchard—Spring**

Pruning: necessity, purpose, time, methods

Blossoms: recognition of parts, functions, observation of fruit development

Spraying: for codling moth, apple scab, etc.

Orchard friends: birds, bees, "lady-bugs"



**17.—Science in the Poultry House**

Domestic fowl: origin, kinds

Housing of poultry: dryness, lighting, ventilation

Feeding of poultry; purposes served, kinds of feed

Eggs: purposes, food contents, preservation by home and commercial methods, adaptations to produce chick

Incubation: natural, artificial, care of chicks

Parasites: lice, mites, internal parasites; prevention and treatment

Wild fowl: kinds, recognition, habits, domestication

How birds are adapted for flight: wings, shape, feather covering, flying machines

**18.—Injurious Insects of the Home**

Clothes moth: recognition, life history, precautions, moth-proof closets

Buffalo carpet beetle: recognition, control

House-fly: habits, relation to health, life history, screens, control

Other insect pests: silver fish, cockroach, ants; control

**19.—Science in the Creek**

Creek dwellers: snails, clams, crayfish, newts, water beetles, water striders and other water insects—recognition, where found, habits

Action of water: soil erosion, sediment, sandbar



**GRADE VIII**

(Approximately two-fifths of the topics listed for the grade should receive attention. See paragraph on page 69 regarding selection to be made.)

**1.—Science in the Lawn—Autumn**

Grasses: kinds of grasses and clover in the lawn

Weeds: recognition, life habits, control

Earth worms: observation of their habits, structural adaptations, value

Ants: observation of colonies, habits, food, adaptations, control

Preparing lawn for winter: long grass, covering of manure; preparation of soil for new lawns

**2.—Science in the Fields—Autumn**

Crops: grain, fodder, silage, pasture, hoed

Weeds: recognition of field weeds; annuals, biennials, and perennials; how weeds rob crops of space, light, food, and moisture; methods of eradication

Cultivation: purpose of fall ploughing

Insect enemies of fields: grasshopper—habits, adaptations, control; white grub—recognition, habits, life history, control

Plant diseases: recognition of three common kinds in the locality, harm done, control

Friends of the fields: how hawks and owls control field mice; how bees help clover to produce seed

**3.—Science in the Aquarium**

Collecting aquarium plants and animals from local streams

Setting up a balanced aquarium with sand, plants, and animals

How plants and animals help each other in an aquarium

Proper placing and care

Observation of animal habits in the aquarium

Storing earthworms in soil indoors for winter food

**4.—The Science of Bee Life**

Honey-bee: wild, domesticated

Kinds: workers, queen, drones, functions of each; bee stages

Workers: nurses, guards, builders, honey-makers, etc.

Honey-comb: examination, six-sided cells, making of wax, making of cells



Pollination: clover (bumble-bees), fruit (honey-bees), flowers  
Honey: nectar, sources, making of honey, value as food, extraction  
Hive: construction, ventilation, queen, excluder  
Swarming: reason, signs, hiving a swarm  
Social life  
Bumble-bee: recognition, life history, protection, sting, acid (test)

### 5.—Science in the Rocks

Kinds: in the locality, examination, collection  
Strata: sorting power of water, gravel, sand, clay, layering, hardening  
Rock cut: layers or arrangement of rock, strata  
Sandstone and shale: formation, uses  
Limestone: appearance, test, uses  
Slate: formation, uses  
Marble: formation, colours, uses  
Granite: quartz, mica, feldspar, formation  
Minerals: ores, metals, other minerals  
Asbestos: occurrence, manufacture, uses  
Fossils: collection, formation, significance  
History in rocks: geologists and their findings

### 6.—Heating our Homes

Coal: examination of kinds, early forests, formation  
Observation of heating system of the school: products of burning, entrance of air (draught), convection currents, how heat is brought from the furnace or stove to the classroom  
Stove or furnace: types, operation  
Heat control: draught, check, blower, thermostat  
Fuel: kinds, burning, dangers  
Ashes: safe disposal, uses of wood ashes, danger  
Clinkers: appearance, formation, igneous rock  
Dust: seen in a beam of light, sources, effects, control  
Air conditioning: meaning, advantages, methods  
Water heating: by coal, by electricity, by gas, value of insulation



**7.—Science in the Classroom**

Paper: pulpwood, woodpulp, paper manufacture, kinds, surface, effect of gloss, newspaper or books, printing  
Blotter: appearance, capillary action  
Pencil: "lead," hard and soft, wood, manufacture  
Pen point: manufacture, why it writes, adhesion, surface tension, capillarity  
Fountain-pen: parts, materials, self-filler, air pressure  
Ink: composition, care, "invisible ink"  
Eraser: kinds, material, action  
Blackboard: kinds, importance of a good board  
Chalk: composition, manufacture

**8.—Science in the Workshop**

Bench: simple type, proper height, vise  
Hammer: handle, weight, claws, kinds  
Nails: kinds, manufacture  
Screws: uses, advantages, drilling, screw-drivers  
Saw: kinds, operation, care  
Plane: use, operation, care  
Chisel: operation, care  
Glue: use, adhesion  
Paint: uses, kinds, composition  
Paint brush: bristles, care

**9.—Science of Electricity**

Dry cell: current, circuit, conductors, insulators  
Electric toasters and iron: element, heating effect of current, resistance  
Magnets: lodestone, compass needle  
Electric bell: electro-magnet, connecting bell in house, how the bell works  
Telephone: home-made set, mouth piece, receiver, connections, Alexander Graham Bell  
Fuses: purpose, construction, replacing  
Electric meter: reading, calculating cost  
Precautions: short circuits, connecting wires, repairs  
Water power: rain, water-falls  
Dams: natural, artificial, purposes



Water wheels: construction, "head" of water  
Turbine: how water operates them  
Queenston Power Plant: canal, "head"  
Hydro-Electric Power Commission of Ontario  
Producing electricity by steam

#### 10.—Science in the Garage

Gasoline: source, uses, power, danger, precautions  
Carburetor: recognition on car, purpose, air mixture  
Spark-plug: electric spark, porcelain insulator, explosion, power  
Exhaust: function, danger, precautions  
Battery: source of electric current, functions, charging, care  
Generator: recognition, function, how operated, ammeter  
Starting motor: recognition, function, starting switch, use of battery current  
Radiator: function, construction, convection currents, care  
Anti-freeze: need, common mixtures, freezing point, evaporation  
Oil: purpose, source, manufacture  
Tires: advantages of air, air-pressure, use of gauge, rubber, elasticity, care  
Brakes: use, friction, tests  
Safety glass: advantages, construction

#### 11.—Science in Barn and Dairy

Horses: domestication, recognition of one or two breeds found in the community  
Cattle: types, common local breeds, care  
Hogs: bacon type  
Sheep: habits, wool, importance  
By-products of farm animals  
Milk: production, cleanliness, the dairy, distribution to urban homes, care in the home  
Pasteurization: necessity, methods, regulations  
Separator: purpose, operation, centrifugal force, care  
Butter: how made, dairy vs. creamery, care, buttermilk  
Cheese: manufacture, rennet, pressing, effect of age



**12.—Science in Our Bodies**

The body as an engine: fuel, energy, heat, motion  
Breathing: purposes, method, organs, use of oxygen, formation of carbon dioxide and water vapour  
Lungs: functions, connection with blood circulation  
Combustion in the body: fuel, oxygen, energy, waste products  
Circulation: nature of blood, materials carried, blood stream, heart, valves, arteries, veins, purification of blood in lungs  
Corpuscles: red, white, function of each  
Bleeding: purpose, clotting, danger, methods of stopping bleeding  
Germs: kinds, entrance to the body, production of toxins  
Communicable diseases: common kinds, regulations, use of vaccine and serums  
“Common” cold: cause, danger, precautions  
Tuberculosis: “white plague,” how contracted, prevention, treatment  
Alcohol: manufacture, uses in industry, use in beverages, injurious effects  
Poisons: common kinds, precautions, antidotes

**13.—The Sun in Relation to the Earth**

Gifts from the sun: light, heat, health, colour  
Nature: size, distance, temperature  
Apparent path during a day: rising, noon position, setting, course, height at various hours, sun dial, heating effect determined by angle of sun’s rays, rotation of earth  
Longitude: meaning, relation to time, standard time  
Seasons: observing elevation of sun at noon at various times of year, heating effect determined by angle of sun’s rays, revolution of earth  
Latitude: meaning, determination by sun’s rays, parallels

**14.—The Science of Weather**

Weather records kept by pupil for two weeks to prepare for this study  
The atmosphere: constituents, height, weight  
Barometer: simple mercury type, daily reading



Rain and dew: sources, how formed, how measured  
Lightning: explanation, thunder, estimation of distance,  
lightning rods, precautions  
Snow, frost, and ice: experiment to show crystal formation,  
measurement of snow fall, calculating equivalent amount  
of rainfall, importance to man, value to plant life, impor-  
tance to wild animals  
Weather forecasting: from daily paper, by pupil observation,  
kinds of clouds, air pressure, wind direction, temperature  
Weather and our homes: insulation from heat and cold,  
indoor humidity, pitch and material of roof, paint pro-  
tection

#### 15.—Science in the Sky

Sun: rising elevation, effects of increasing warmth, "Spring's  
Awakening," returning birds and butterflies  
Moon: appearance (telescope), phases, eclipses  
North star: location, importance  
Evening star: a planet, reflected light  
Constellations: names, stories  
Milky way: ancient beliefs, real nature  
Solar system: sun, planets  
Comets: nature, Halley's comet, superstitions  
Meteors: origin, cause of illumination

#### 16.—Science in the Lawn—Spring

Making a new lawn: drainage, soil preparation, seeding or  
sodding  
Caring for a new lawn: keeping it moist, removing weeds,  
cutting  
Repairing old lawns: loosening soil, seeding  
Rolling: necessity, proper time, making a roller  
Fertilizers: common kinds, method of application  
Watering: proper time, method, principles involved  
Moss on a lawn: causes, treatment  
Bird guests: value, methods of attracting, protection, sum-  
mer visitants, winter visitants, permanent guests  
Bird bath: construction, use  
Bird houses: purpose, construction, placing



**17.—Science in the Fields—Spring**

Spring killing of fall grains and clovers: cause, loss  
Water: sources, absorption by various soils, run off, effect  
on warming of soil  
Drainage: purpose, kinds, value  
Soils: formation, types, characteristics, relation to plant  
growth  
Conditions favourable for plant growth: warmth, moisture,  
air  
Cultivation: purposes, methods, principles involved  
Fertilizers: purpose, natural and artificial  
Nodules on clover roots: observation, value  
Ground hog: burrow, food, adaptations  
Snake: locomotion, feeding, adaptations  
Cut-worm: where found, harm, life history, control  
Bird friends: recognition, value, protection

**18.—Science in the Pond**

Water plants: local kinds, where found, how they live in  
water  
Fish: feeding, locomotion, breathing, air in water, gills and  
blood vessels, spawning habits, migration habits  
Frog: habits, adaptations, breathing, wintering  
Mosquito: habitat, life history, food, harm to man, control  
Dragon-fly: observation, food, life history  
May-fly: observation, habits, life history



# HEALTH

## Aims of the Course

The primary aim of the Health activities in a school is to promote in every child a maximum of physical and mental health. To this end the school should maintain for its pupils a healthful environment; it should provide as far as possible adequate health services; it should encourage boys and girls to take part in carefully planned physical activities; it should join forces with the home in developing proper health habits; and it should impart the knowledge that forms a basis for understanding why such habits are desirable.

A secondary aim of the course in Grades VII and VIII is to cultivate in these older children a genuine interest not only in their own personal health, but also in those measures taken by the community for the safeguarding of the health of the public. This interest should be based upon a knowledge of the scientific principles underlying health practices, and should manifest itself in a genuine zeal for healthful living—a health conscience—that leads the child to do what he can in the interests of his own health and that of others.

## Preserving Mental Health

Mental health should be considered as carefully as physical health, and no practices that are likely to be harmful to the mental health of any child should be tolerated in the school or classroom. Partiality, sarcasm, ridicule, unnecessarily repressive discipline, nagging, and lack of humour on the part of the teacher create disturbing antagonisms and anxiety states in children. Regimentation and emphasis upon competition are two other practices of unfavourable influence. In general, mental health seems to be related to happiness, and happiness for Grade VII and Grade VIII pupils depends upon successful accomplishment of undertakings vitally related to their own lives.



### Instruction in Health

Much of the health information for older children may best be given in connection with Science or Home Economics. In large schools where these subjects are taught by special teachers care should be taken to prevent any unnecessary overlapping. The health instruction is arranged in two sections. In graded schools Grade VII should take Section I and Grade VIII, Section II. In ungraded schools Grades VII and VIII should take Sections II and I in alternate years. It is not intended, however, that every topic as suggested should be dealt with, nor is the order significant. Many of the topics may more effectively be discussed as opportunity arises rather than in regular formal lessons.

### Health and the Daily Programme

Teachers should also make sure that the daily programme of the older children is founded on hygienic principles with due consideration given to the number and length of lessons, the arrangement of rest and recreation periods, the nature and amount of home study required, and the extent of the "extra-curricular" activities in which each child is engaged. It is particularly important in departmentalized schools that care be taken to prevent overloading any child with work or play.

### Value of the Noon Lunch

In rural schools the noon lunch affords an excellent opportunity not only for effective health education but for co-operative group activity. The children should take as much part as possible in planning and carrying out the arrangements. A clean shelf or cupboard will be required for storing the lunch boxes. Then the selection and preparation of the hot dish will need attention. For this purpose, vegetables from the school garden are frequently used. At the noon hour, each desk may be covered with white oilcloth and set as an individual table, or a large table may be set very simply at the back of the room. The children will wash their hands before sitting down to the meal which should be marked by unhurried eating, cheerfulness, and the practice of good manners. Cleaning up after lunch, and disposing of crumbs, refuse, and paper will complete an enterprise of sound social value.



### Health Services

In the matter of health services for the children every teacher should be eager to co-operate as fully as possible with the school board and the Public Health authorities. An annual physical examination of every child by a doctor or nurse should be arranged if possible. This, of course, does not relieve the teacher of responsibility in reference to the child's physical condition. The teacher should informally and unobtrusively observe every child every day, noting any symptoms of ill-health and, if necessary, reporting them to the parents or school authorities. Nor should this daily inspection of the children be regarded as mere routine to be done perfunctorily. The health of a child is of infinitely more importance than his progress in Mathematics or English, and no teacher should ever be too busy to notice the appearance of a rash on a child's face or the squinting of his eyes in an effort to see the blackboard, and to do something about it. And every teacher should be glad to avail himself of the co-operation of the Department of Education in making special provision for the education of handicapped children. For information regarding this service the teacher should write to the Inspector of Auxiliary Classes, Department of Education, Parliament Buildings, Toronto.

### Maintaining a Healthful School Environment

The school environment is an important factor in promoting the physical and mental health of individual pupils. In the maintenance of a healthful environment the teacher should co-operate closely with the inspector, the board of trustees, the medical officer of health, and the caretaker in carrying out as far as possible the suggestions of the Department of Education as given in Circular 56A and summarized below. The wise teacher will not overlook the value of active support from the pupils in maintaining healthful conditions within and around the school.

## HEALTHFUL SCHOOL ENVIRONMENT

### The School Grounds

Attractively kept trees, shrubs, flower beds, and lawn  
Healthful playground facilities

### Water Supply and Sanitation

The well covered with concrete and pumped out after the  
summer vacation



- Water tested at least annually
- Covered containers for drinking water
- Individual cups
- Wash basins, soap, and individual towels
- Suitable arrangement for disposal of waste water
- Toilets clean and properly cared for
- Toilet paper supplied

#### **A Clean and Attractive Classroom**

- A scraper or mat at the door
- Floors kept clean and scrubbed regularly
- Ledges and corners kept dusted
- General condition of order and tidiness
- Plants, bouquets, etc., to make an attractive classroom
- Effective bulletin board and wall pictures

#### **Lighting**

- Light colours on walls and ceilings
- Windows washed regularly
- Translucent blinds drawn only when necessary, otherwise at the top
- Healthful use of artificial lighting
- Pupils properly seated with respect to light

#### **Ventilation**

- Windows adjusted when necessary to maintain proper temperature and to provide fresh air
- Window boards to deflect air currents
- Frequent airing of the classroom
- Attention to humidity

### **GRADE VII OR SECTION I**

#### **Maintenance of Health**

- Importance of cleanliness
- Fresh air and health
- Sunshine and health
- Necessity for rest and sleep
- The common cold

#### **Nutrition and Health**

- See Science, Section 7, page 74
- See Home Economics, page 119



**Body Framework**

See Science, Section 8, page 74

**Muscles**

See Science, Section 8, page 74

**Health of the Skin, Hair, Nails, Eye, and Ear**

See Science, Sections 10, 12, page 75

**Proper Clothing and Shoes**

See Home Economics, page 118

See Science, Section 8, page 74

**Health in the Community****Water supply**

Discovery of source of community supply

Demonstration of methods of purifying

Testing of home and school supply

Keeping water clean

**Disposal of waste**

Methods employed in the community

Importance of adequate disposal of sewage, garbage,  
other waste

**Safety****Common accidents and their prevention**

In the home, on the street or highway

In school, on the playground

Air raid precautions

**First Aid****Presence of mind****Proper treatment**

Cuts and scratches

Nose bleed

Burns and scalds

**What to do in emergencies**

Fainting, drowning, choking, clothing catching fire

Air raid emergencies



**GRADE VIII OR SECTION II****Health in the Home**

- Meeting climatic conditions
- Importance of location
- Proper lighting
- Air-conditioning
- Keeping the home clean
- Extermination of pests

**Health in the Community**

- Investigation of the sources, transportation, and safe handling of the local milk supply
- Methods used in preserving and protecting food supplies for the community
- Study of local service to maintain good health and to prevent and control disease
- Methods used to safeguard the health of employees in industry

**Proper Clothing**

- See Home Economics, page 120

**The Vital Processes**

- See Science, Section 12, page 82

**Bacteria and Health**

- The common cold—cause, danger, spread, precautions
- Bacteria and communicable disease
  - Spread, prevention
- Common diseases of children
  - Regulations concerning them

**The Healthy Personality**

- Habits that contribute to good mental health
- Maintenance of emotional health
- Development of "moral health"
  - Clean thoughts, words, deeds
  - High ideals
  - Wholesome companions
  - Thinking of others
  - Playing the game



**Alcohol and Health**

- Manufacture of alcohol
- Use of alcohol in industry
- Alcoholic content of beer, wine, etc.
- Effects of alcohol on
  - The body temperature
  - The brain and nervous system
  - The vital processes
  - The special senses
  - Behaviour
- Relationship between
  - Alcohol and accidents
  - Alcohol and athletics
  - Alcohol and poverty
  - Alcohol and crime

**Tobacco and Health**

- Nicotine and its effects
- Objections to the use of tobacco by children

**Safety**

- Precaution in regard to
  - Use of tools
  - Use of ladders
  - Repairs to electrical appliances
  - Using a motor car
- Safety rules for campers
  - Swimming and boating
  - Camp fires
  - Drinking water
  - Poisonous plants and berries
- Air raid precautions

**First Aid**

- Carbon monoxide poisoning
- Electric shock
- Drowning
- Poisonous bites and stings
- Poison ivy
- Air raid emergencies



**PHYSICAL ACTIVITIES—GRADES VII and VIII****Free Play**

Short period each half-day—recess or spare period

Expression of natural love of activity

Running, jumping, climbing, tumbling, etc.

Spontaneous—not directed

Minimum of supervision—safety only

**Games of Simple Organization**

Short period each half-day

Physical activity not skill the desideratum

Tag, circle games, relay races, etc.

Minimum of teacher direction

Nothing if not enjoyable

**Team Games**

One or two periods each week

Fundamental skills taught to all

Organization into groups

Volley ball, softball, soccer, hockey, etc.

Student captains, managers, referees, etc.

Participation by all in regular periods

Extra practices after school for enthusiasts

Inter-class or inter-school competitions

**Individual Games**

Practised while groups are playing other games

Encouraged but not required

Handball, tennis, badminton, quoits, etc.

Fundamental skills taught as needed

**Athletics**

One or two periods a week

Encouraged but not required

Standard track and field events

Running, jumping, hurdling, etc.

Attention to form rather than speed or distance

Exercise of care to avoid strain

Undue prominence for individual winners to be avoided



**Swimming and Life-saving**

One period a week where swimming facilities are available  
Always under competent supervision  
Swimming, floating, diving, life-saving  
Every child able to swim

**Folk Dancing<sup>1</sup>**

One or two short periods per week  
Use of piano, phonograph, or other music  
Black Nag, Rye Waltz, Minuet, etc., for girls and boys  
Irish Jig, Ordansen, Kamarinskaia, etc., for boys  
Ease and grace of movement

**Setting-up Exercises**

Two or three minutes at a time as needed  
Exercises from the Syllabus of Physical Training, 1933  
Selections from Tables 20—30  
Arranged in rhythmical sequences  
Maximum of activity and enjoyment  
Minimum of annoyance to other classes

**Gymnastics**

Substituted for games or athletics in inclement weather  
One or two periods a week  
Given in a gymnasium or playroom  
Marching, tumbling, pyramids, apparatus work, etc., for boys  
Drills, dances, rhythmic, tumbling, etc., for girls  
Value dependent on interest and enjoyment

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<sup>1</sup>For a list of suitable recordings see pp. 146-150.



# MUSIC

## Values and Objectives

"The aim of music teaching considered as part of a school curriculum should be rather the cultivation of a taste than the acquirement of a proficiency; it should lay the foundation for intelligent study and enjoyment of music in after life."<sup>1</sup> The emphasis in this programme is accordingly placed upon those types of music activity most likely to engender in all the children a genuine love of music. It is hoped that every child in the senior grades will regard music as a form of refined enjoyment, will use it as an artistic vehicle of expression, and will find in it a satisfying outlet for the emotional stresses of early adolescence. But music has these effects and serves these purposes the more adequately as it is the more fully understood. Hence, children in these grades should learn gradually and through experience something of music as a science as well as an art—enough at least to serve as a "foundation for intelligent study and enjoyment in after life." They should learn to read a line of melody as they read a line of poetry; they should understand the significance and purpose of ordinary notational marks; they should be familiar with the elements of musical theory—and all these things they should learn little by little through experience in singing from the staff.

But music is for the young adolescent not only a joyous activity and a highly developed skill; it is at the same time a valuable discipline. No other phase of school life demands so inexorably the subordination of self to the group, and requires so insistently the utmost in co-operative effort. The success of a whole choir or orchestra depends upon "each man this day doing his duty," and his duty is not to assert his individuality but to submerge his private interests in a combined effort towards the common good.

## Singing

The *sine qua non* of school music is, of course, singing. Whatever else of music activities may have to be omitted, no child

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<sup>1</sup>*The Education of the Adolescent.*



should miss the pleasure, the stimulation, and the training provided by joining with his fellows in song. "On every day of school attendance there should be ten minutes' choral singing, either by classes or preferably by the whole school together."<sup>1</sup> In addition, however, to this choral singing there should be regular "lessons" in sight singing during which the children learn not only to sing new songs but also to understand more and more fully the notation of music to the end that they may learn eventually to sing as they read, independently at sight.

### Reproduction of Rhythmic and Tonal Patterns

Scarcely less valuable than singing, and to many children almost as enjoyable, is the reproduction of rhythmic and tonal patterns sung or played by the teacher. If this reproduction involves occasional practices in writing on the staff, it will be found helpful in fixing the conventions observed in the notation of songs being learned. The real value of such exercises is, however, in the training of the ear with the accompanying development of rhythmic and tonal memory, both of which are useful aids to any musician. Some children can not only reproduce rhythmic and tonal patterns and even simple melodies but can improvise successfully. "Sir Walford Davies has discovered an astonishing capacity for melody among the children of the Welsh schools, and those children who have any desire or aptitude may well be started on a very elementary course of harmonization."<sup>2</sup>

### Rhythmic Exercises

"A valuable co-ordination of music with physical exercises is afforded by the study of eurhythmics, which not only cultivates brain and muscle, but develops new possibilities of rhythmic movement."<sup>3</sup> In massed gymnastic exercises, in folk dancing, and to a lesser extent in specialty and interpretative dances, the teachers of music and of physical education may collaborate to the advantage of each. In these rhythmic exercises children who, because of speech defects, tone deafness, or changing voices, are ill at ease in the singing class find an opportunity to share with their fellows in a music activity at once joyous and disciplined.

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<sup>1</sup>*The Education of the Adolescent.*

<sup>2</sup>*The Education of the Adolescent.*

<sup>3</sup>*The Education of the Adolescent.*



### Music Appreciation

About one-fifth of the time devoted to music should be spent by the children in listening to good illustrations of vocal and instrumental music of various types. These may be given by a teacher who can sing or play the piano or violin or by means of a phonograph with carefully selected records. For the convenience of those who wish to use it, a list of such records is given.<sup>1</sup> By a small purchase each year a school can easily establish a good library of recorded music through which the children may become familiar with the work of great musicians—may know Handel and Beethoven as they know Shakespeare or Tennyson. To supplement this latter phase of the work there should be in the school library at least one good general reference book and several short and simple books on musical history and biography which the children can read for themselves.

### Music in Ungraded Schools

Music is an important subject in ungraded schools and in small schools where classrooms may accommodate more than one grade. While it is not possible in such schools to carry out the graded Music Course in its entirety, yet much valuable work may be done. Helpful suggestions will be found in the following publications which may be obtained free of charge from the Ontario Department of Education, Parliament Buildings, Toronto: *Music in Rural Schools*; *Introductory Course in Music Appreciation*; *Training the Voices of Children and Adolescents*; *Introducing Part Singing with Adolescent Boys*.

## GRADE VII

### Choral Singing

Learning of at least 20 suitable songs

Unison songs and part songs (SA, SSA, SAB when possible)

Some sung by rote, some by note

Some in the minor mode, including the harmonic form

Singing at school assemblies

Singing of hymns in the opening exercises

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<sup>1</sup>See pages 146-150.



**Sight Singing**

- Singing of easy melodies from the staff
  - Some in the Bass Clef, if SAB songs are used
- Interpretation of ordinary notational marks as met
- Incidental learning of elements of theory

**Ear Training**

- Reproduction of rhythms as heard
  - Selected from songs being learned
  - In simple measure and in compound measure
    - Tapping and singing to a neutral syllable
- Reproduction of simple tonal patterns as heard
  - Selected from songs being learned
  - Humming and singing to syllables
    - Sharp and flat chromatics should be included
- Improvising simple melodies

**Rhythmics**

- By arrangement with the teacher of Physical Education
  - Massed gymnastic exercises to music
  - British and Continental folk dances
  - Specialty and interpretative dances

**Appreciation through Listening<sup>1</sup>**

- Recognition of instruments
- Recognition of different singing voices
- Familiarity with standard compositions
- Study of two or more great composers
  - Interesting and significant incidents in their lives
  - Some characteristics of their music
    - Discovered by hearing the music

**GRADE VIII****Choral Singing**

- Learning at least 20 songs
  - Unison songs and part songs (SA, SSA, SAB)
    - Some sung by rote, some by note
    - Some in the minor mode including the melodic form
- Singing in small ensembles
- Singing in school assemblies
- Singing of hymns in the opening exercises

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<sup>1</sup>For a list of suitable recordings see pp. 146-150.



**Sight Singing**

Singing of easy melodies from the staff including the Bass Clef  
Understanding of ordinary notational marks  
Incidental learning of musical theory

**Ear Training**

Reproduction of rhythms as heard  
    Selected from songs being learned  
    In simple measure and in compound measure  
    Tapping and singing to a neutral syllable  
Reproduction of short melodies as heard  
    Humming and singing to syllables  
Improvising harmonies to melodies sung or played

**Rhythmics**

By arrangement with the teacher of Physical Education  
    Massed gymnastic exercises to music  
    Folk dances of the nations  
    Specialty, interpretative, and standard dances

**Appreciation through Listening<sup>1</sup>**

Study of rhythm, melody, and harmony  
Study of accompaniments  
Familiarity with standard compositions  
Study of two or more great composers  
    Interesting and significant incidents in their lives  
    Some characteristics of their music  
    Discovered by hearing the music

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<sup>1</sup>For a list of suitable recordings see pp. 146-150



# ART

## Art as a School Activity

Art in Grades VII and VIII should be a phase of almost every branch of school activity. In the work and play of any class numerous situations will arise that require or suggest some form of art expression. The wise teacher will make full use of these opportunities and thus render the children's art experiences both purposeful and meaningful. Indeed, every art activity undertaken should be in pursuit of some purpose of which the child is conscious and which to him is definitely worth while. Making a frieze or mural to decorate the walls of the classroom, planning and executing the back-drop for a stage production, doing an illustration for the class magazine, making models to indicate stages in the story of transportation, drawing the "set-up" used in a science experiment, representing accurately the markings on the wing of a rare moth—these and a hundred others are art activities of indubitable value.

Art thus integrated into the general life of the school gains an importance which for the children it could never have as a separate "subject," and at the same time gives richer meaning and deeper interest to the work in Social Studies, English, or Science, currently engaging the attention of the class. Indeed, it may well be that Art thus interpreted at school may, to some of the children at least, seem to be of the very texture of life; they may even come to realize that whether we will or no, we are always surrounded by art good or bad, and we constantly express ourselves in forms of art.

## Creative Expression

Creative activity in art should be, in the senior grades as in the junior, the most joyous and most useful phase of the work. If properly nurtured in Grades I to VI, the child's native love of self-expression in drawing, painting, modelling, etc., will in Grades VII and VIII find an outlet in productions which have artistic merit not only to the child but to the teacher and parents. It should be emphasized, however, that adult standards



must not be applied to the work of twelve- or thirteen-year-old children. Criticism of wrong proportions, incorrect detail, inharmonious colouring, given at the wrong time in the child's progress may dry up the creative impulse, discourage the child, and inhibit the expression of his ideas in his own way. Teachers, however, will find the young adolescent progressively less easily satisfied with his own performance, more critical of his own efforts, and therefore not only amenable to but eager for suggestions tending to improved techniques.

### Design

In design, more than in other forms of art activity, the child's creative energy is brought under organized control. This union of enthusiasm and order is in itself a valuable discipline, and when employed in the production of an acceptable design for something the child wishes to make, becomes an educational instrument whose usefulness teachers are quick to realize. Many "teen-age" boys and girls who appear to care nothing for art, can be quickened into a permanent interest by an opportunity to design a hockey sweater, a school crest, or a monogram.

### Representation

Careful representation has a useful place in the art experiences of the child in Grades VII and VIII. In mathematical or scientific drawings accuracy is an essential, and children should be required to represent as faithfully as they can details of structure in the figure, plant, or animal they are drawing. Even in larger creative undertakings—illustrations, murals, friezes—certain parts such as costumes, ships, furniture, should be properly drawn. Since these objects cannot usually be procured, the child must get his ideas from museums, books, photographs or even from the work of some other artist. It must be remembered, however, that copying is not conducive to the growth of the child's artistic ability, and should therefore be used sparingly and only for a definite purpose.

### Appreciation

In attempting to develop and train children in art appreciation, teachers of older children may well continue to give considerable attention to the significance and usefulness of objects of art, but should place increasing emphasis upon their aesthetic ap-



peal. Indeed, for children who are becoming sensible of their own inability properly to express their ideas and emotions in colour and form, the examination of the work of a real craftsman may be the basis for the necessary training in such technicalities as colour harmonies, just proportions, and pleasing composition. Training in appreciation should not of course be confined to the study of pictures, but should be extended to include the recognition of beauty in the works of the Master Craftsman and of His servants who fashion for us things of beauty to be a joy forever.

### Selection of Activities

The teacher is expected to select from among the art activities here suggested those which in his opinion are likely to prove useful in the work of his class; and he should feel free to add others which he thinks appropriate and stimulating. Some of the activities may be undertaken by individuals, some by groups working co-operatively, and some by the whole class. It is not necessary that all members of a class should be working on the same project or using the same medium; indeed, it is highly probable that more zeal will be exhibited and better work accomplished if the children, individually or in groups, work on projects planned and undertaken by themselves for purposes of their own.

## GRADES VII AND VIII

### Creative Expression

Murals, friezes, and large drawings in colour

Use of pencil, crayon, brush, etc.

Suggested subjects

Pioneer life in Ontario

Development of transportation, etc.

Ancient and mediaeval life

Ships through the ages

Houses, past and present

Costumes in various eras

Three-dimensional models

Use of clay, papier-maché, soap, wood, etc.

Book plates, Christmas cards, etc.

Use of linoleum, soft wood, potato, etc.

Stage sets and scenery for dramatic productions

Costumes and properties for plays and pageants



Puppets and masks for entertainments  
Illustrations for stories and poems  
Imaginative drawings in pen and ink  
Suggestive of seasons, time of day, work and play, etc.

### Design

Observation of design in natural forms  
Plants, leaves, flowers, animals, trees  
Study of designs  
Based on natural forms  
Based on geometric forms  
Experiments in design  
Children's own ideas  
Use of the decorative unit  
Applied to textiles, paper, metal, etc.  
Collection of interesting designs  
Suggested activities  
Book jackets for library books  
Layout of pages in the class magazine  
Posters and announcements  
School badges and class pins  
Articles to be made in the crafts room  
Embroidery, applique, and weaving patterns  
Design in picture arrangement and decoration  
Balance  
Formal—two or more sections mechanically alike  
Informal—large attraction on one side near centre  
balanced by smaller attraction on other side farther  
from centre  
Emphasis  
Establishing a centre of interest  
Placing in central position  
Making large  
Making in contrast with surroundings  
Leading eye to it by converging lines  
Rhythm  
In pictures  
Repetition of similar lines and shapes  
Not exact repetition; slight differences  
In decoration  
Exact repetition of lines and shapes



## Technical Work

### Representation

- Making of accurate drawings or models

- Done for a definite purpose

- Suggested activities

- Detail in a mural or frieze

- Armour, furniture, plaid, etc.

- Diagrams in mathematics and science

- Plant and animal forms

### Colour

- Harmony and contrast

- Distribution of colour through a piece of work

- Use of small area of bright colour to balance large area of dull

- Use of warm and cool colours

- Effect of distance on colour

### Figure drawing

- Use of action lines as basis

- Some attention to proportion of parts

- Faces drawn simply; hands like mittens

- Elaborate later if desired

- Emotions shown by pose of body

- Joy, sorrow, dignity, etc.

- Emotion in facial expression

### Showing distance

- Placing one object in front of another

- Making equal lengths appear progressively shorter as distance from observer increases

- Far end of building; road; far tree; person; etc.

- Parts above horizon line in picture appear lower on paper in distance

- Parts below horizon line in picture appear higher on paper in distance

- Loss of sharpness of detail in distance

- Use of ellipse

- The more directly the circle is seen, the more curved the ellipse is drawn



**Lettering**

Standard letter forms and derived forms

Spacing to give even effect (not the same interval between letters)

Print writing as in primary grades

**Appreciation**

**Study of paintings, sculptures and architecture**

(Including work of Canadian artists)

Message or story suggested

Artistry employed

Balance and arrangement

Pleasing proportions

Skilful use of colour and form

Arrangement of light and shade

Special techniques used by artists

To place emphasis

To subordinate detail

To suggest setting—time and place

To indicate distance

To produce atmosphere

To secure emotional effects

**Study of wood work, chinaware, metal work, pottery, etc.**

Utility and beauty combined

**Study of well-planned rooms, shop windows, etc.**

Proportions, arrangement, etc.

**Study of beautiful buildings**

Proportions, construction, decoration, etc.

**Study of natural beauty**

Flowers, birds, trees, landscape



# CRAFTS

## Value of the Course

The value for older children of some training in the traditional crafts is now generally recognized. In doing and making, students not only develop manual skill, but the ability to think their way through the difficulties presented by materials and processes. Handwork has value also in helping children to realize the importance of accuracy, for mistakes in the concrete are easily recognized and can seldom be erased or wholly corrected. Moreover, it cannot be too strongly emphasized that the brighter children require manual activity of this type as much as those of lower mental capacity.

The work in crafts acquires a further positive value as soon as we perceive that the attitude of mind thereby induced is the mental attitude most healthy for all learning. The central fact about craft work is that it is an *active* pursuit with an end in view towards which, with the tools and material at his disposal, and with the wise guidance of his teacher, the child is finding his way. "The good crafts teacher does not give training in a routine process so that the pupil may acquire an instinct to cope with one set of conditions only; he seeks to give his pupils the power of finding ingenious solutions under all sorts of conditions."<sup>1</sup>

Another reason for the attention now being given to craft work in schools is emphasized in the following quotation: "In the rapid development of industry from handwork to repetitive machine work, workmen are in some danger of losing their training as craftsmen, except in one particular and narrow field. Concurrent with this tendency is the lessening of the hours of labour, and the consequent increase of the hours of leisure. The school training in handwork should, to some extent, counteract this loss of interest in craftsmanship by suggesting to the pupils interesting and profitable hobbies for their spare time after they leave school."<sup>2</sup>

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<sup>1</sup>*The Primary School.*

<sup>2</sup>*The Education of the Adolescent.*



Finally there is a social significance in craft teaching, when the pupil sees the work on which he is engaged as typical of processes that have in past ages been devised by man to meet his living needs, and as the key to the vast and complex industrial machinery which the inventive genius of man has evolved out of these small beginnings.

### Individual Differences

In craft work as in other phases of school activity, it is necessary to recognize individual differences in the interests and capacities of the pupils. It is not safe to assume that all children are interested in the same craft, and it is manifestly wrong to expect of all the same aptitude. Granted that crafts are taught for their educational and recreational value it follows that each child should work at a craft that appeals to him and in which he is likely to have some success. And success for different children may mean quite different standards of attainment. All that should be expected is that each child shall do what is *for him* a creditable piece of work.

### Choice of Activities

The work in crafts need not be confined to woodwork done in a "centre" removed from the general work of the school. It may well include weaving, basketry, pottery, leather-work, and metal work, and should be regarded as an integral part of the school work. Some of the craft work will doubtless be done in a special room in the school but much can be accomplished in a standard classroom.

There is no need and little reason for having all the children engaged in a craft make in succession a series of articles from a prescribed list. Such a procedure, while intended to develop the children's skill step by step in logical order, is likely to kill the interest in and zest for craft work. The teacher should, however, prepare suggestive lists of "projects" in each craft undertaken, and allow each child to choose one that appeals to him or even to substitute with the teacher's approval a project of his own. To the child the projects are ends in themselves, to the teacher they are means to an end—child-development—and more successful as they are more enjoyable.

Numerous opportunities will present themselves to relate the work in crafts to other phases of school activity, especially in



science, social studies, art, and dramatics. Admirable results may be obtained by supplying raw materials and permitting the pupils to make some of the apparatus and equipment used in the school. The making of a half-lap joint may be as well and truly learned in the construction of an easel or a weaving frame for a junior class as in the making of a "model."

Special attention is also drawn to the activities related to the home. For many of their activities the children might bring to the school articles from home which are in need of repair. Some of the activities will be applications at home of specific instruction and practice given in the crafts class. This type of work is certain to appeal to the pupils, offers many opportunities for genuine instruction in various crafts, enforces the idea that education is of practical value, and establishes a valuable connection between the school and the home.

#### **Books on Crafts**

Among the books in the school library should be some dealing with various crafts. These will suggest to the children useful projects they might undertake and will give instructions the teacher would otherwise have to supply. And there is a valuable training in learning to work from a drawing and printed instructions. With such books at hand the teacher himself may become a learner with his pupils, to the very great advantage of both.

## **SUGGESTED ACTIVITIES**

### **GRADES VII AND VIII**

#### **Related to the Home**

- Repairing small articles of furniture
- Refinishing a piece of furniture
- Sharpening a bread or meat knife
- Making an extension cord
- Splicing an electric cord
- Making and using glue for repairs
- Patching hot-water bags and inner tubes
- Repairing a hole in a metal dish
- Making knots and splices in ropes



Sharpening tools with a whetstone  
Making milk stools, nail boxes, shoe-shine boxes  
Making a window stick for different levels  
Making door stops, spool holders, etc.

**Related to the School Building**

Cutting glass and replacing window panes  
Making window boxes  
Repairing window blinds  
Repainting woodwork  
Varnishing cupboards, etc.  
Cleaning paint and varnish brushes  
Filling small holes or cracks in plaster  
Making bookcases, book-racks, book-ends, etc.  
Making vases, bowls, etc.  
Fitting up shelves  
Constructing a bulletin board  
Making baskets for waste paper

**Related to the School Grounds**

Making benches, garden and rustic seats  
Constructing trellis work  
Making lawn ornaments  
Laying flag stone paths  
Repairing fences and gates  
Making guards for young trees  
Painting fence posts  
Constructing bird houses  
Making feeding boards for birds  
Making a pool or sunken garden  
Building rockeries  
Making labels for plants and school garden plots  
Constructing hotbeds and cold-frames

**Related to Classroom Work**

Making frames for pictures, friezes and murals  
Modelling relief maps, etc.  
Constructing a sandtable  
Making models, etc., from soap  
Making display stands  
Planning and making stage properties



Constructing footlights for school stage  
Making models for Social Studies  
Making models of ships, engines, trams, aeroplanes, etc.  
Constructing a puppet stage  
Making scrapbooks and notebooks  
Working with raffia and reed (flowerpot holder, tea-pot stand, fern stands, etc.)  
Constructing brush brackets, tool rack, tool cupboard  
Making pencil holders and pen trays  
Building a magazine stand, phonograph record rack, hat rack, etc.  
Building a magazine stand, phonograph record rack  
Making school badges and class pins  
Making a checkerboard and checkers  
Working with tin and other metals  
    Sugar scoops, cookie cutters, etc.  
Soldering metal articles  
Making leather articles  
Making a box for filing reference pictures  
Making a bread board  
Weaving useful articles

**Related to Games, etc.**

Repairing playing equipment  
Laying out baseball diamonds, etc.  
Making goal posts, home plates, bases, etc.  
Making wooden stakes for running lanes  
Building jumping standards, hurdles, and markers  
Constructing score boards  
Making minor repairs and adjustments to bicycles  
Making gifts and toys



# MANUAL TRAINING

## **Purpose of the Course**

In schools where pupils of Grades VII and VIII receive their training in handwork under the guidance of a teacher specially certificated in Manual Training, work more advanced in character than that outlined under Crafts may be undertaken. For such schools the course in Manual Training is provided. Full information regarding the accommodations and equipment recommended, and special grants payable in connection with Manual Training instruction may be secured from the local inspector or the Provincial Inspector of Manual Training, Department of Education, Parliament Buildings, Toronto.

The materials used and the methods adopted in teaching Manual Training in these Grades should be directed towards giving the pupil: (1) a background of experience with real things; (2) a better understanding of the immediate environment and, where possible, assistance in interpreting other subjects of the curriculum; (3) a training in clear thinking through the proper planning of articles to be made and through the wise selection and use of materials and tools; (4) a training in motor control through the activities involved in making useful articles; (5) an opportunity for expression in various mediums.

It should be clearly recognized that the making of an article is not the more important part of Manual Training. The opportunity for an all-round development of the pupil is of greater value. The article is a by-product. The standard of workmanship demanded should be determined by the abilities of the pupils. They should not be required to undertake projects which they cannot complete satisfactorily.

## **Co-operation between Classroom and Shop**

It is essential that the classroom teacher and the Manual Training teacher recognize that Manual Training has an educational as well as a practical value. The classroom teacher should be familiar with the facilities of the shop, and the shop teacher



should be in touch with the work of the grades. Manual Training will only achieve the best results if the co-ordination between the general work of the school and the Manual Training room is of the closest possible kind.

### **Fundamental Operations and Processes**

The outlines provided indicate the fundamental operations and processes in woodwork, metalwork, and mechanical drawing suitable for Grades VII and VIII. It is expected that an enlargement of these outlines will be prepared in terms of the special interests of the pupil and the nature of the locality in which the school is situated.

### **Safety Precautions**

In order that students in Grades VII and VIII may appreciate the importance of, and receive training in, safety measures in the workshop, safety precautions should be rigorously enforced. The habits and attitudes thus established may well carry over, not only to the pupils' experience in General Shop Work in the higher grades, but to their possible industrial employment in adult life. All machines in the Manual Training room should be properly guarded, and safety instruction emphasized. A first aid cabinet should be readily accessible. Power-operated equipment must be of a type approved by the Hydro-Electric Power Commission of Ontario.

## **GRADE VII**

### **(Under Part I of the Regulations)<sup>1</sup>**

#### **Woodwork**

Coping saw cutting

Strip woodwork

Truing stock and use of required tools

Chamfers and bevels

Use of thumb and pencil gauge

Vertical and horizontal chiselling

Measuring and working to 1/16"

Boring with auger, centre, gimlet, drill, and countersink

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<sup>1</sup>See *Recommendations and Regulations for the Organization, Establishment, and Management of Manual Training Courses in Public and Separate Schools*, Department of Education, Parliament Buildings, Toronto.



- Use of screwdriver, hammer, mallet, gouge, spokeshave, crosscut, rip, and tenon saws
- Preparation of material prior to finishing
- Application of priming and finishing coats of paint
- Care and use of brushes
- Characteristics of three common woods found in the local lumber yards
- Commercial method of measuring

### **Metal Work**

- Use of tinner's snips, scribe, files, soldering copper
- Recognition and use of tinplate, galvanized iron, and black iron
- The art of soft soldering
- Simple layout of rectangular objects
- Tin can work and band iron work

### **Home Mechanics**

- Minor repairs and maintenances
- Within the scope of the tool skills and experiences of Grade VII

### **Mechanical Drawing and Blue Print Reading**

- Use of the common drafting tools
- Mechanical drawing on squared paper
- Mechanical drawing of geometric designs
- Reading simple drawings of projects under construction

## **GRADE VIII**

### **(Under Part I of the Regulations)<sup>1</sup>**

#### **Woodwork**

- Lumber characteristics of at least three woods in addition to those of Grade VII, and commercial method of measuring
- Care and use of hand tools
  - Including framing square (Pexto Br. 100 or Stanley R100B)
- Models of a more advanced nature
- Finishing—painting, enamelling, staining, filling, shellacking and waxing

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<sup>1</sup>See *Recommendations and Regulations for the Organization, Establishment, and Management of Manual Training Courses in Public and Separate Schools*, Department of Education, Parliament Buildings, Toronto.



**Metal Work**

Characteristic use and treatment of such art metals as are available

Involving such operations as layout, raising, soldering, tempering, annealing, riveting, folding, hemming

Use of different fluxes for different metals

Repairing home utensils

**Home Mechanics**

Minor repairs and maintenances

Work of Grade VII extended in keeping with the skills and experiences of Grade VIII pupils

**Mechanical Drawing and Blue Print Reading**

Mechanical drawing of simple projects

Freehand sketches and layout of projects

Bill of material of projects

**GRADES VII and VIII**

(Under Part II of Regulations)<sup>1</sup>

**Woodwork**

Coping saw cutting

Strip woodwork

Truing stock

Proper use of necessary hand tools

Vertical and horizontal chiselling

Measuring to 1/16"

Characteristics of three common woods found in local lumber yards

Commercial method of measuring

**Metal Work**

Soldering

Use of tinner's snips, scribe, files, soldering copper

Simple layout of rectangular objects

Tin can work

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<sup>1</sup>See *Recommendations and Regulations for the Organization, Establishment, and Management of Manual Training Courses in Public and Separate Schools*, Department of Education, Parliament Buildings, Toronto.



**Drafting**

Mechanical drawing of simple projects  
Freehand sketches and layout of projects  
Bill of material of projects

**General**

Minor repairs and maintenances  
Within the scope of the tool skills and experiences of  
Grade VIII pupils

**Ropework**

Long and short splice  
Eye at end of rope  
Crown and tuck  
Rope halter  
Whipped end  
Knots and lashings

**Leather work**

Making a wax thread  
Splicing a broken strap  
Sewn, mended with rivets  
Putting a buckle on a strap

**Reed work**

Flower pot holder  
Flower basket  
Plant stand  
Tray

**Tools**

A list of suitable tools appears in the Manual Training  
Regulations

**Suggested Projects**

Display stands  
Window boxes  
Container for paper, for drinking cups  
Paper basket  
Tool cupboard  
Display cupboard  
Picture frame  
Bulletin board  
Models of ships



Models of aeroplanes

Sandtable

Sharpening a knife, plane iron, screw driver

Cutting glass and replacing a broken window

Repairs to a fence or gate

Cleaning paint brushes

Splicing an electric cord

Making an extension cord

Repairing a window blind

Refinishing a piece of furniture

Repairing a hole in a metal dish

In general, such activities as are called for on the farm  
and about the home.



# HOME ECONOMICS

## Value as a School Activity

"Instruction in Home Economics possesses a definite educational value, not unlike that of craftwork for boys, but more important in its practical bearing."<sup>1</sup> Chief among these educational values is the development of a girl's natural interest in her home, together with the cultivation of desirable attitudes towards the privileges, duties, and responsibilities of life in the home. Scarcely less important, educationally, is the opportunity afforded by the work in Home Economics to train the girls in proper habits relative to their personal appearance, the care of their belongings, and the conservation of their health. Far reaching, too, is the influence of the Home Economics room and its activities in cultivating in the girls standards of good taste in clothing and home-furnishings and an appreciation of scrupulous cleanliness in person, dress, and surroundings.

The practical value of skill in the various activities of the home must be apparent to all. Regardless of their station in life, practically all girls will share, sooner or later, in the management of a home; and the training received in the Home Economics class should be such as to render a girl fit on leaving school to undertake intelligently the various household duties which devolve upon her as a helper in her mother's home and later as mistress in her own.

## Content of the Course

The courses for Grades VII and VIII comprise the study of nutrition and clothing together with training for home management and successful home life. Foods are studied in relation to health, and, as far as is compatible with the girls' maturity, the art of preparing foods is firmly founded upon the science of nutrition. The study of clothing involves very much more than experience in needlework, valuable as is such experience in itself. It includes some familiarity with various textiles and their uses, some experience in the use of sewing equipment, including machines, and some training in the selection and proper care of clothing. Closely associated throughout with the girls' practical

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<sup>1</sup>*The Education of the Adolescent.*



work in cookery and sewing is their training in home management. Every lesson in cookery may well involve some instruction in the care of the kitchen—its utensils and furnishings—and in the purchase of requisite supplies; while every lesson in table service and many in sewing furnish opportunities for practical and purposeful activities in laundering. The training for home life includes practice in the social amenities as observed by hostess or guest, and in helpfulness whether in one's own home or the home of a friend.

### **Planning the Year's Work**

The topics suggested are intended to be a guide to teachers in planning the year's work. It is, of course, not intended that the activities should be undertaken in the order given; the teacher should feel free to arrange the sequence of "lessons" in the order best calculated to make full use of the girls' interest. Advantage can be taken, for example, of an approaching tea, play, class party, or parents' day.

### **In Schools without Special Equipment**

In schools where no special equipment is available, an enterprising teacher can do much to secure for the older girls many of the values of a Home Economics course. In needle craft, mending, knitting and darning, in preparing and serving noon luncheons, in laundering towels and curtains, in keeping desks and cupboards neat, in dusting and polishing classroom furniture—in these and similar activities the girls may receive valuable practical training and at the same time learn much of foods, of textiles, and of home routines.

### **Standards**

While in Home Economics, as in Art and Crafts, adult standards must not be used in appraising children's work, teachers should use every opportunity to commend neatness and care, to exhibit samples of good work, and to note with obvious pleasure evidences of progress in the work of any child—even the poorest. Thus, suitable standards may be established and the satisfaction of progressive achievement experienced by the children.

### **Desirable Attitudes**

It should be the aim of every teacher of Home Economics to secure as fully as possible the values set forth in the first para-



graph of this Introduction. Not memorized "notes" nor mechanized skills are the measure of success in this work, but intelligent interest in, and desirable attitudes towards, the work of home making. The girls who "enjoy" Home Economics and put into practice the principles learned at school are likely to become the women who in their own homes will "order all things duly."

## GRADE VII

### Successful Home Life

- Practice of everyday courtesies in the home
  - Good manners at meal times
  - Respect for the rights of others
  - Consideration of and obedience to parents
- Care of younger members of the family
  - Watchfulness over an infant
  - Methods of amusing a small brother or sister
- Helpfulness in the home
  - Care of personal belongings
    - Keeping one's room tidy
    - Making the bed neatly
    - Proper use of clothes closets and dresser drawers
  - Tooth-brush, hair brush, combs, towels
  - Dusting furniture
  - Caring for pets

### Study of Clothing

- Importance of personal cleanliness
  - Body, hair, nails, teeth
- Importance of good posture
  - Standing, sitting, walking
- Care of clothing
  - Clean, well-ironed, buttons on, shoes clean
- Use of fundamental processes in construction
  - Laboratory uniform and bag
  - Gifts—soft toys, bib, child's pinafore, infant's coatee, etc.
  - Simple knitted articles
- Use of hand equipment and sewing machine
- Study of cotton materials used in clothing



**Study of Breakfasts**

Types of food and their sources

Building food

Repairing food

Regulating food

Health food

Heat and energy food

Value of a good breakfast

Uses in the diet of water, milk, cereals, fruits

Planning, preparation, and serving of complete breakfasts

Suggestions for the menus

Fruit—fresh or dried, cooked or raw

Cereal—cooked, uncooked, precooked

Eggs—coddled, poached, creamy

Bacon—with or without eggs

Toast—white, brown, dry or buttered

Beverage—milk, cocoa, cafe au lait

Preparation of a breakfast tray

For a child

For an adult

Principles involved in the proper use of food

Fruits, cereals, milk

**Home Routines**

Personal cleanliness in the kitchen

Clothing, hair, hands, nails

Care of kitchen equipment

Washing dishes

Care and laundering of tea-towels and dish-cloths

Use and daily care of sink, refrigerator, stove, cupboards,  
mops, dusters

Disposal of garbage

Care of garbage pail

Preparation of the dining-room for breakfast

Shopping

Purchase of groceries for breakfasts

Types of stores

Methods of paying for purchases



**GRADE VIII****Successful Home Life**

Social customs and etiquette

Manners at home

Courtesy to other members of the family and to guests

Courtesy in the use of the telephone

Art of entertaining

Planning an afternoon tea

Issuing invitations

Greeting guests

Making introductions

Entertaining guests

Serving refreshments

Art of being a guest

Appreciation of hospitality

Consideration of other guests and members of the family

Use of leisure time

Reading books and magazines

Practice of hobbies

Sharing in family games

**Study of Clothing**

Selection of suitable clothes for the school girl

Outer garments, undergarments, hosiery, shoes, accessories

Keeping clothes attractive

Brushing, hanging, pressing, laundering, mending

Use of fundamental processes in construction

Construction of a cotton undergarment

Slip, nightgown, pyjamas (one or more)

Household sewing (one or more)

Guest towel, luncheon set, tray cloth, child's play suit

Simple knitted or woven articles

Cotton and linen materials used in the home

**Study of Luncheons and Suppers**

Importance of luncheon and supper

Nutritional value of vegetables, eggs, cheese

Planning, preparation, and serving of complete luncheons and suppers



- Suggestions for the menus
  - Soup—vegetable, cream
  - Salad—simple, uncooked
  - Vegetables—in salads, scalloped, vegetable plate
  - Bread—thin slices, toasted, sandwiches, plain muffins
  - Dessert—blanc mange, junket, custards
  - Beverages—cocoa, tea or coffee (for adults)
- Preparation of school or picnic lunch
  - Planning the food
  - Preparing each article of food
  - Wrapping and packing
- Preparation and serving of afternoon tea
  - Sandwiches—plain, toasted
  - Beverage—cocoa, tea
- Principles involved in cookery
  - Cream sauces, soups, eggs, custards, vegetables

### Home Routines

- Care of the kitchen
  - Food containers, sink, stove, refrigerator
- Care of bed-rooms in the home
  - Daily and weekly care of the bed
  - Weekly care of the bed-room
- Care of the dining-room
  - Preparation of the room for meals
  - Care of the room after meals
  - Care of flowers and plants
- Shopping
  - Purchase of groceries for luncheons or suppers
  - Purchase of fabrics and notions for construction and repairs
- Laundering
  - Washing and ironing of linens and uniforms used when preparing meals



# AGRICULTURE

## In Rural and Urban Schools

Agriculture as a phase of school activity for older children is now well-established, and it is generally recognized that some provision for it is desirable in the urban as well as in the rural schools.<sup>1</sup> Regarded not as a form of vocational instruction, but as an educational instrument, it has undoubted values in contributing to the development of the child. Conducted for the most part out-of-doors, agricultural activities bring the children into direct contact with nature. In learning to raise and tend plants and animals and to wait patiently for results, children really enter into a partnership with nature, recognize the connection between causes and effects, and perhaps realize the unhurried inevitability of natural law.

Agriculture as part of the curriculum for older pupils in a rural school occupies an important position. It may well become one of the "core subjects" for it is more closely related than any other school activity to the life and work of the country-side and lends reality and purpose to other phases of school work, particularly to science, crafts, and home economics. There is, in fact, little in the curriculum of a rural school which cannot with advantage find some point of contact with and some practical application in agriculture.

A different approach to the subject will be made in the urban school, where topics will be studied from the consumer's standpoint. In tracing food materials to their sources, pupils in the urban school will gain some knowledge of how the nation's food supply is provided. The horticultural aspects of the subject should also be emphasized. Not only vegetable plots, but well-kept lawns, borders, flower beds, and shrubberies, both at school and at home, are evidence of a healthy and active interest in agriculture.

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<sup>1</sup>This and several other sentences in this Introduction are adapted from the *Handbook of Suggestions for Teachers*.



### **Improvement of School Grounds**

The improvement of school grounds is one of the most valuable phases of the work in agriculture. Special attention has been given to this activity in rural schools for several years, and notable progress is evident in many school sections. In planning, making, and tending the lawns, gardens, and playing fields of their school estate the children not only receive training of incalculable value, but come to regard the school as a place of pleasurable resort in which they may take pardonable pride not only as pupils but later as supporters of the school.

### **Home Projects**

The children may often be encouraged to undertake various activities at home as supplementary or additional to those engaged in at school. Such individual projects unite the home and school, and may engender in some children an intelligent and permanent interest in agriculture as a vocation. A suggestive list of home projects has been added at the conclusion of the topics listed in agriculture, for the guidance of teachers who are interested in supplementary activities of this kind.

### **Activities and Records**

The activities in agriculture may well be the basis of much of the work in science. In the growing of plants, the keeping of poultry and bees, and the raising of livestock, a great many scientific principles may be illustrated in a meaningful setting. An intelligent grasp of such principles gives any agricultural operation an added significance and dignity—raises agriculture to the status of an art as surely founded upon science as is medicine or engineering.

Classroom instruction should be closely related to activities which the pupils have pursued, or to observations which they have made. Studies based upon information taken only from books are not effective. Assignments for observation are essential in recognition of breeds of livestock; naming trees, shrubs, and flowers; study of crops grown in the locality; and similar topics. It is important, too, that the more significant aspects of each topic receive major emphasis. Recognition of weeds, for example, is valuable, but methods of eliminating them deserve more attention.



Brief, neat, and systematic records supplemented by drawings, diagrams, and pictures, should be kept by the pupils to enable them to recall at a later date the activities in which they have engaged, the observations they have made, and the conclusions they have drawn, but it must be remembered that in agriculture, as in other subjects, children learn by doing, not by listening and verbalizing.

### Selection of Activities

In classes where agriculture is selected as an option the children will be expected to engage in at least two-thirds of the activities listed for the grade. In ungraded schools, Grades VII and VIII should be combined and the courses as outlined followed in alternate years.

In addition, all schools qualifying for grants in Agriculture<sup>1</sup> are required, and other schools are advised, to engage in at least four practical activities selected from the following:

- (i) Care of the school grounds during the school year; lawn well kept, rubbish cleared away; weeds prevented from going to seed.
- (ii) Planting and caring for a school garden of a minimum area of 6 square rods, except where a smaller area is approved by the Inspector because of low enrolment. One half of the garden area should be planted with vegetables and grain or other farm crops.
- (iii) Planting and caring for flower beds of annual or perennial flowers (including bulbs), shrubbery, and trees.
- (iv) Planting bulbs in the fall for indoor bloom.
- (v) Planting and care of a home garden that will be visited by the teacher at least once during the year.
- (vi) Participation in school fair activities by pupils and teacher.
- (vii) Starting early vegetables and annual or perennial flowers in flats or shallow boxes in the classroom, or in a hotbed.

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<sup>1</sup>For information respecting grants for Agriculture, see Circular 56, *Special Departmental Grants*, issued by the Ontario Department of Education, Parliament Buildings, Toronto.



- (viii) Home projects of a nature suited to the locality. Collections of weeds, insects, grains, specimens showing plant diseases, and leaves may be included. Other suggestions are listed on page 130.
- (ix) Hatching chicks in an incubator at school, and caring for some of the chicks at school before distribution to pupils.

## GRADE VII

### Fall

Preparation for the school fair or school exhibit

Visit to the fall fair

Recognition of breeds of cattle and draught horses

Recognition of vegetables and fruits and their prize-winning qualities

Plants for school and home

Making cuttings of plants

Transplanting plants from the garden

Planting bulbs for indoor and outdoor bloom

Examination of a bulb to discover new growth and food storage

Perennials

Identification of common species

Lifting, dividing and fall planting

Protection for winter

Vegetables

Methods of harvesting and storing

Use by man of stems, roots, leaves

Gardens, flower beds, and shrubberies

Fall cultivation

Preparation for winter

Recognition and control of insect pests

Codling moth, apple maggot, corn borer, scale insects

Study of apples

How an apple fruit is adapted for growth and reproduction

Recognition of five varieties

Arranging a display of apples

Protection of young trees

Against the wind and farm animals

Against rabbits and mice



**Taking a census**

Flowers, vegetables, shrubs, and fruits grown in the community

**Winter****Domestic fowl**

Recognition of five varieties of chickens

Characteristics of each variety

**Winter care of poultry**

Housing and feeding

Prevention of lice

**Study of eggs**

Parts of an egg and their use

Candling and care of eggs

Conditions necessary for hatching eggs

**Study of trees**

Deciduous and evergreen trees

Use and care of trees on the farm

Care of a woodlot

Prevention of forest fires

**Reforestation**

Relation to moisture conservation

Plantings in the community

Trees from the Forestry Department

**Spring****The hotbed**

Construction and uses

Growing of annual and perennial plants from seed

Transplanting into home or school gardens

**Pruning**

Purpose, time, and methods

Practice on shrubs and trees at school or home

**Grafting**

Discussion of purpose and time

Demonstration of cleft graft

**Spraying**

Value of spraying

Methods in common use

Practice on shrubs and trees



Planting of shrubs and perennials

On the school grounds or at home

Seed germination

Discovery by experiment of necessary conditions

Stages in germination of two seeds such as the pea or bean, and corn or wheat

Germination tests of grain, vegetable, and flower seeds

The school grounds

Keeping the yard clean

Destroying weeds

Plans for beautifying the grounds

The school garden

Germination tests for seeds

Planning, and preparation of soil

Planting seeds, and setting out plants

Cultivation and care

Fruit blossoms

Recognition of fruit blossoms

Observation of the setting of fruit

Importance of birds and insects

Orchard and garden

Listing friends and foes

Insects, birds, toads, etc.

## GRADE VIII

### Fall

Preparation for the school fair or school exhibit

Visit to the fall fair

Recognition of common breeds of sheep and swine

Observation of ducks, geese, and turkeys

Study of weeds

Identification of weeds in the community

Methods of seed dispersal

Necessity of destruction before seeds mature

Improvement of school grounds

Destruction of weeds

Plans for beautifying the grounds

Planting of bulbs and perennials



- Cleaning up of school grounds
- Fall cultivation
- Preparation of plants for winter

#### Farm crops

- Census of crops grown in the community
- Discussion of uses of each crop

#### Study of legumes

- Identification of two or three kinds
- Purpose of the nodules
- Value of legumes as crops

#### Study of grasses

- Importance of pasture and hay
- Seeding meadows to clover and grass
- Kinds of grasses used in lawns and fields

#### Winter stage of insects (five or more, if discovered)

- House fly, potato beetle, bumble-bee, grasshopper, tent caterpillar, warble fly, codling moth, corn-borer, tomato worm, cabbage butterfly

#### Recognition and control of plant diseases

- Black knot, apple scab, potato scab

#### Methods of cultivation

- Purpose of ploughing, harrowing, discing, rolling
- Values of fall ploughing

### Winter

#### Study of milk

- Composition and food value
- Care of milk from cow to table
- Demonstration of pasteurization
- Milk products
- Manufacture and uses

#### Study of cattle

- Discussion of beef and dairy types
- Recognition of breeds in the community

#### Study of swine

- Recognition of bacon-type breeds
- Qualities of a select bacon hog



Study of sheep

- Recognition of breeds in the community
- Importance of wool and mutton

Draught horses

- Recognition of breeds in the community

Study of soils

- Separation of soil constituents
- Examination of sand, clay, and humus
  - Discussion of their sources
- Effect of humus upon water-holding capacity of sand
- Mineral and organic matter in soil
- Alkaline and acid or sour soils
- Effect of adding lime to a sour soil and to clay
- Work of earthworms in the soil

Study of fertilizers

- Application and value of barnyard manure
- Use of commercial fertilizers
- Green crops as fertilizers

Spring

The school grounds

- Cleaning up the yard
- Destroying weeds
- Plans for beautifying

The school garden

- Planning the garden
- Germination tests of seeds
- Preparation of flower and vegetable gardens
- Planting and care

Use of the hotbed and plant boxes

- Starting plants for the gardens

Planting shrubs and perennials

- On the school grounds or at home

Spraying

- Preparing spray mixtures
  - For biting insects, and for sucking insects
- Use of a common sprayer



**Making a lawn**

Preparation of the soil

Sowing and caring for the lawn

**SUGGESTED HOME PROJECTS FOR  
GRADES VII AND VIII**

Where practicable, pupils may be encouraged to undertake independently one or more of the following activities at home:

- (i) Making a flower cutting, planting and tending it, e.g., geranium.
- (ii) Caring for a calf which has become exclusively the pupil's responsibility; exhibiting it at the school or local fair.
- (iii) Making six hardwood cuttings of each of three shrubs in late autumn; packing in moist sand; allowing to freeze; starting outdoors in early spring, e.g., lilac, spiraea, honeysuckle, currant.
- (iv) Setting out at home a small perennial border, approximately 15 feet by 5 feet.
- (v) Planting and caring for a home garden plot of at least one square rod.
- (vi) Setting a brooding hen, caring for her during the incubation period; caring for and feeding the chicks after hatching.



# LIST OF BOOKS<sup>1</sup>

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## GENERAL

### Psychology

- Myers: Toward Mental Health in School. University of Toronto Press.—2.20.  
Griffin et al: Mental Hygiene. Gage.—2.20.  
Pressey: Psychology and the New Education. Musson.—3.00.

### Curriculum

- Board of Education: The Education of the Adolescent. H.M. Stationery Office (Dawson).—.75.  
Scottish Council for Research in Education: Curriculum for Pupils of Twelve to Fifteen. University of London (Clarke, Irwin).—1.50.  
Norton and Norton: The Foundation of Curriculum Building. Ginn.—4.00.

### Teaching

- Board of Education: Handbook of Suggestions for Teachers. H.M. Stationery Office (Dawson).—1.00.  
Simon: Preface to Teaching. Clarke, Irwin.—1.50.  
Dickie: The Enterprise in Theory and Practice. Gage.—2.00.  
Hockett and Jacobsen: Modern Practices in the Elementary School. Ginn.—3.50.  
Wofford: Modern Education in the Small Rural School. Macmillan.—2.75.  
Currie: The Modern Elementary School. Ryerson.—1.35  
Stothers: Classroom Records. Gage. 1.00.

## SOCIAL STUDIES

### Atlases—Pupils

- Canadian School Atlas (Revised, 1942). Dent.—.75.  
Social Studies Atlas. Gage.—.30.  
Philip's Dominion Atlas. Moyer.—.50.  
Nelson's School Atlas. Nelson.—1.25.  
The Pupil's Empire Atlas. Dent.—.50.  
The Pupil's World Atlas. Dent.—.50.  
Burpee: Historical Atlas of Canada. Nelson.—1.25.

### Atlases—Teacher

- Bartholomew: Oxford Advanced Atlas. Clarke, Irwin.—4.50.

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<sup>1</sup>The books listed herein have been selected from among a large number submitted by various publishing houses. The lists are arranged in the order of preference, content, format and price having been taken into consideration. It is hoped that school boards in purchasing books for their schools may find these lists a useful guide. It is to be understood, however, that school boards are free to purchase books not listed if recommended by the teacher or inspector.



**Citizenship—Pupils**

Wallace: A Reader in Canadian Civics. Macmillan. .28.  
 Goldring: We Are Canadian Citizens. Dent.—.90.

**Citizenship—Teacher**

McCaig: Studies in Citizenship. Gage.—.65.  
 Wilson et al: Richer Ways of Living. Gage.—1.65.  
 Band and Stovel: Our Flag. Musson.—.50.  
 Burnham: Hero Tales from History. Winston.—1.12.  
 Whitton: God's Good Tide. Ryerson.—.25.

**Current Events**

World Affairs, Current Events for Canadian Schools (Monthly). 224 Bloor St. W., Toronto.—1.00 per year.  
 McInnis: Oxford Periodical History of the War, Nos. 1 to 12. Clarke, Irwin.—.25 each. (Also bound together in The War, First Year; Second Year; Third Year.—2.00 each.)  
 Oxford Pamphlets on World Affairs (The British Empire; Canada and the Second World War, etc.). Clarke, Irwin.—.10 each.

**Ontario—Pupils**

Middleton: Romance of Ontario. Gage.—.80.  
 Guillet: Pioneer Travel; Pioneer Settlements; Pioneer Social Life. Pioneer Arts and Crafts. Nelson.—.75 each.  
 Henry and Paterson: Pioneer Days in Ontario. Ryerson.—.80.  
 Sinclair: Children of the Pioneers. Dent.—.60.  
 Weaver: The Only Girl. Macmillan.—1.75.

**Ontario—Teacher**

Guillet: Early Life in Upper Canada. Nelson.—6.50.  
 Robertson: The Diary of Mrs. Simcoe. Nelson.—2.50.

**Other Regions in Canada—Pupils**

Searcy: Romance of Maritime Provinces. Gage.—.80.  
 Sutherland: Romance of Quebec. Gage.—.80.  
 Woodley: Legends of French Canada. Nelson.—.75.  
 Burt: Romance of the Prairie Provinces. Gage.—.80.  
 Anstey: Romance of British Columbia. Gage.—.80.  
 Guillet and McEwen: Finding New Homes in Canada. Nelson.—.75.  
 Strang: Adventures in the Far West; Adventures in the Far North. Clarke, Irwin.—.50 each.  
 Stefansson: My Life with the Eskimo. Macmillan.—2.20

**Other Regions in Canada—Teacher**

Laut: Canada, the Empire of the North. Ryerson.—1.39.  
 Morton: Under Western Skies. Nelson.—2.00.



**Canada as a Nation—Pupils**

- Wallace: A First Book of Canadian History. Macmillan.—.30.  
 Cornish and Dewdney: Social Studies for Canadians, Junior Part. Copp Clark.—1.50.  
 Amoss: Canadian Neighbours; Canadian Neighbourhood. Ryerson.—.80 each.  
 Rivers et al: The Canadian Story. Ryerson.—.80.  
 Palk: Pages from Canada's Geography. Dent.—1.50.  
 Pierce: Ryerson Canadian History Readers. Ryerson.—.10 each.  
 Johnston: Pioneers in Canada. Ryerson.—1.25.  
 Scott and Bishop: Our Story of Travel and Transport. Ryerson.—\$1.25.  
 McKinley: Canadian Heroes of Pioneer Days; Canadian Heroines of Pioneer Days; Famous Men and Women of Canada. Longmans.—.65, .50, .60.  
 Harris and Harris: Canadian Ways. Moyer—1.20.  
 Moore and McEwen: A Picture History of Canada. Nelson.—2.00.  
 Stone: This Canada of Ours. Musson.—1.10.  
 Guillet: The Pathfinders of North America. Macmillan.—1.25.  
 Montague: Riders in Scarlet. Copp Clark.—1.20.  
 Basic Social Education Series. Several titles. Copp Clark.—.35 each.  
 Mason: Smiling Hill Farm. Ginn.—2.10.

**Canada as a Nation—Teacher**

- Gibbon: Canadian Mosaic. McClelland & Stewart.—3.50  
 Harvey: The Colonization of Canada. Clarke, Irwin.—.75.  
 Guillet: The Great Migration. Nelson.—4.00.  
 Burt: Romance of Canada. Gage.—.70.  
 Brown et al: Readings in Canadian History. Dent.—2.25.  
 McArthur: History of Canada. Gage.—1.00.  
 Wrong et al: Story of Canada. Ryerson.—.85.  
 Hooke: One Act Plays from Canadian History. Longmans.—.60.  
 Stephen: Classroom Plays from Canadian History. Dent.—.45.

**Canada—Pictures**

- Jefferys: The Picture Gallery of Canadian History. Vol. I to 1763. Ryerson.—2.00.  
 Jefferys: Canada's Past in Pictures. Ryerson.—1.50.  
 Laughlin: Canadian Social History Pictures, Portfolios of 10 pictures (Sets I and II). Clarke, Irwin.—1.25 each set.  
 Mingay: Handbook for Laughlin's Social History Pictures I and II. Clarke, Irwin.—.15 each.

**United States—Pupils**

- McGuire: America Then and Now. Macmillan.—1.50.  
 Barker et al: The Story of Colonial Times; The Story of Old Europe and New America. Copp Clark.—1.60, 1.50.  
 Rugg and Krueger: The Building of America. Ginn.—1.50.  
 Smallidge and Paxson: Finding America. Renouf.—1.50.  
 Hanna et al: Ten Communities. Gage.—1.45.  
 Dwight: The First Virginians. Nelson.—.65.  
 Hogner: Santa Fe Caravans. Nelson.—.65.  
 Perry and Price: The Dutch in New York. Nelson.—.65.



- Flagg: A Plymouth Maid. Nelson.—.65.  
 Heard and King: Stories of American Explorers and Settlers. Winston.—1.00.  
 Pioneer Days. (Unit of Teaching Pictures.) Informative Classroom Picture Association. Moyer.—2.50  
 Cormack: Horns of Gur. Gage.—.90.

### United States—Teacher

- Hartman: These United States and How They Came to Be. Macmillan.—2.40.  
 Woodburn and Hill: Early America. Longmans.—1.51.

### Geographies—Grade VII

- We and Our Neighbours. Gage.—.50.  
 Atwood-Thomas: The Americas. Ginn.—1.85.  
 Campbell et al: The New World, Past and Present. Gage.—2.25.

### Great Britain—Pupils

- Daniher: England in Europe. Copp Clark.—.75.  
 Wood: The Story of England. Copp Clark.—1.00.  
 Meikle: Story of England. Clarke, Irwin.—.90.  
 Williams: The Kingsway Histories. Books I, II. Dent.—.55, .65.  
 Magraw: The Story of the British Peoples. Clarke, Irwin.—1.00.  
 Anstey: The British People. Gage.—.70.  
 King: A History of Britain. Macmillan.—1.25.  
 White: A Story of Britain, Books I, II, III. Longmans.—.60, .70, .70.  
 Hardingham: The British Isles. Nelson.—.80.  
 Ward: From Serf to Citizen, Books I, II, III and IV. Ryerson.—.95, 1.00, 1.00, 1.00.  
 Southworth and Southworth: The Story of the Middle Ages. Nelson.—1.40.  
 Herdman: Discovering Geography—In Britain. Longmans.—.70.  
 Bruner-Smith: The Story of Tools and Machines. Clarke, Irwin.—.60.  
 Madeley: History in the Making, Books I, II, III. Pitman.—.75 each.

### Great Britain—Teacher

- Woodley and Williams: Manual and Source Book of British History, Books One and Two. Dent.—1.00 each.  
 Fisher: Life and Work in England. Longmans.—1.00.  
 Finn: Man and His Conquest of England. Macmillan.—.60.

### The Empire—Pupils

- Daniher: Britain and the Empire. Copp Clark.—.70.  
 Rivers et al: The Empire Story. Ryerson.—.85.  
 Elliott: Our Yesterdays—The Story of the British Peoples, Books I and II. Longmans.—.85 each.  
 Hardingham: Boys and Girls of the British World. Nelson.—.85.  
 Marshall: Our Empire Story. Nelson.—3.25.  
 Cochrane: The Story of Newfoundland. Ginn.—1.40.  
 Harris: It Happened in Australia; It Happened in South Africa. Moyer.—1.20 each.  
 Morris: The Building of the Commonwealth. Macmillan.—.45.  
 Horizon Readers: Tales of Empire; Behind the Ranges; Unknown Ways. Macmillan.—.55 each.



**The Empire—Teacher**

- Muir: *The British Empire; How it Grew and How it Works*. Nelson.—.20.  
 Key: *A History of the British Empire*. Clarke, Irwin.—1.25.  
 Fairgrieve and Young: *Human Geography—The British Empire, The Pacific Lands*. Moyer.—.95 each.  
 Leacock: *The British Empire*. Dodd, Mead.—1.39.

**The World—Pupils**

- Carter and Brentnall: *Man the World Over* (Vols. I, II, III). Dent.—1.35 each.  
 Hoste: *Nyasara (Life and Adventure in Africa)*. Pitman.—.30.  
 New World Neighbours: *Letters from Guatemala, Exploring the Jungle, The Gaucho's Daughter, Riches of South America, Along the Inca Highway*. Copp Clark.—.50 each.

**Geographies—Grade VIII**

- Campbell et al: *The Old World, Past and Present*. Gage.—2.25.  
 Atwood-Thomas: *The Growth of Nations*. Ginn.—2.40.  
 Green and Green: *Britain and Its Work*. Ryerson.—.95.  
 Atwood: *The World at Work*. Ginn.—2.00.  
 Brooks and Finch: *Golden Hind Geographies; Book I, The British Homeland; Book II, Seeing the World*. Clarke, Irwin.—.95 each.

**ENGLISH****Dictionaries—Pupils**

- Winston Dictionary for Canadian Schools. Winston.—.68.  
 Highroads Dictionary. Nelson.—.50.  
 Thorndike Century Junior Dictionary. Gage.—1.60.

**Dictionaries—Teachers**

- Annandale: *Large Type Concise English Dictionary*. Ryerson.—2.65.  
 Fowler: *Concise Oxford Dictionary*. Clarke, Irwin.—2.50.

**Reading—Grade VII**

- Life and Literature To-day, Part I. Copp Clark.—.50.  
 Real Life Stories: *Tales of Courage*. Macmillan.—1.45.  
 My Poetry Book. Winston.—2.50.  
 Hill and Wood (ed.): *The Land of Poetry*. Books 3 and 4. Copp Clark.—.50 each.  
 Brink (ed.): *Best Short Stories for Boys and Girls*. Series 3, 1.25; Series 4, 5, 6, and 7—1.50 each. Copp Clark.  
 Story Parade. Red, Blue, Green, Yellow, Gold, Silver. Winston.—2.00 each.  
 Compton (ed.): *Argosy*. Ginn.—.85.  
 Roads to Adventure: Clarke, Irwin.—.65.  
 Reynolds and Deming: *Reading for Enjoyment, Book VII*. Clarke, Irwin.—1.20.  
 Steel: *Reading Aright, Senior I*. Copp Clark.—.85.  
 Smith: *Reading with Understanding, Book I*. Clarke, Irwin.—.40.  
 Wilson: *Samples*. Nelson.—.85. (With Comprehension Test).—.97.  
 Hughes and Parker: *Young Adventurers*. Longmans.—.75.



- Pritchard: From Near and Far. Clarke, Irwin.—.90.  
 The Drama Highway, Book 4. Dent.—.55.  
 Adventures into Literature, Books I, II and III. Macmillan.—.85, .90, .90.  
 Laurel and Gold Series: Pioneer Plays, Plays for Pleasure, Thirty-five Tales for Juniors. Ryerson.—.45 each.

### Reading—Grade VIII

- Life and Literature To-day, Part II. Copp Clark.—.50.  
 Real Life Stories: Real Adventures. Macmillan.—1.45.  
 Brink (ed.): Best Short Stories for Boys and Girls. Series 3, 1.25; Series 4, 5, 6, and 7—1.50 each. Copp Clark.  
 Story Parade. Red, Blue, Green, Yellow, Gold, Silver. Winston.—2.00 each.  
 The Round Up. Winston.—1.16.  
 Buckingham: In a Green Valley, The Masquerade, Too Many Bears, The Attack. Ginn.—1.15, 1.30, 1.55, 1.50.  
 Steel: Reading Aright, Senior II. Copp Clark.—.85.  
 Wilson: Windows. Nelson.—.90. (With Comprehension Tests).—1.02.  
 Hughes and Parker: Wide Horizons. Longmans.—.80.  
 Fyfe: Short Stories of the Sea. Ryerson.—.65.  
 Treasure Trove. Clarke, Irwin.—.70.  
 Baker: In the Light of Myth. Copp Clark.—1.30.  
 Reynolds-Deming: Reading for Enjoyment, Book VIII. Clarke, Irwin.—1.20.  
 Smith: Reading with Understanding. Book 2. Clarke, Irwin.—.50.  
 Albert: What Shall I Read? Collins.—1.25.  
 Pritchard: The Wide World. Clarke, Irwin.—.90.  
 The Drama Highway, Books 5 and 6. Dent.—.55 each.

### Books of Poetry—Grades VII and VIII

- Roberts: Flying Colours. Ryerson.—.60.  
 Frise: Ballads for Boys and Girls. Copp Clark.—.30.  
 My Poetry Book. Winston.—2.50.

### Communication—Grade VII

- Martin: English Practice, Grade VII. Copp Clark.—.50.  
 Hatfield-Lewis: Junior English Activities, Book I. Gage.—.75.  
 Davis et al: Using our Language, Grade VII. Dent.—.75.  
 Hall and Broome: English Journeys (Grades 7 and 8). Macmillan.—1.10.  
 Steele and Mustard: The King's English, Senior I. Copp Clark.—.35.  
 Griffin: Vitalized English, Grade VII. Moyer.—.45.

### Communication—Grade VIII

- Martin: English Practice, Grade VIII. Copp Clark.—.60.  
 Hatfield-Lewis: Junior English Activities, Book II. Gage.—.80.  
 Davis et al: Using our Language, Grade VIII. Dent.—.95 post paid, .76 net in class sets.  
 Hall and Broome: English Journeys (Grades 7 and 8). Macmillan.—1.10.  
 Steele and Mustard: The King's English, Senior I. Copp Clark.—.35.  
 Griffin: Vitalized English, Grade VIII. Moyer.—.55. (Grades VII and VIII, .80.)



**English—Teacher**

- Board of Education: The Teaching of English in England. Dawson.—.75.  
Hatfield: An Experience Curriculum in English. Ryerson.—3.25.  
Ballard: Thought and Language. Clarke, Irwin.—1.75.  
Jespersen: Essentials of English Grammar. Nelson.—2.75.  
Ballard: Teaching and Testing English. Clarke, Irwin.—1.50.  
Craig: The Junior Speech Arts. Macmillan.—1.70.

**Reading—Teacher**

- Teacher's Guide: Life and Literature, Books I and II. Nelson.—1.00 each.  
Abney: Choral Speaking Arrangements for the Upper Grades. Copp Clark.—1.60.  
Smith: Books for Boys and Girls. Ryerson.—2.50.  
Terman and Lima: Children's Reading. (Revised, 1931.) (A Guide for Parents and Teachers.) Ryerson.—3.50.

**Creative Composition—Teacher**

- Russell: The Child and His Pencil. Nelson.—1.00.  
Pocock: Pen and Ink. Dent.—.75.  
Merrill and Fleming: Play-Making and Plays. Macmillan.—3.00.  
Mais: The Fun of Writing. Musson.—1.50.  
Cherry: The Mind's Eye. Macmillan.—.70.

**Communication—Teacher**

- Wilson: English, Spoken and Written, Parts I, II, III. Nelson.—.55, .55, .65.  
Alstetter: We All Talk. Nelson.—.68.  
Pocock: Junior Exercises in English. Dent.—.50.

**Corrective Teaching—Teacher**

- Ward: Defects of Speech, Their Nature and Their Cure. Dent.—.75.  
Bennett: Practical Speech Training for Schools. Clarke, Irwin.—1.00.  
Shaw: Writing and Rewriting. Musson.—1.75.  
Freeman: Plain English. Dent.—1.25.

**Correct Usage—Teacher**

- Fowler: Modern English Usage. Clarke, Irwin.—2.50.  
Pink: A Dictionary of Correct English. Pitman.—1.00.

**MATHEMATICS****Mathematics Texts—Grade VII**

- Tests and Remedial Exercises for Junior Mathematics. Grade VII. Gage.—.25.  
Mathematics for Everyday Use, Book I. Winston.—.60.  
Master Key Arithmetic, Grade VII. Renouf.—.94.  
New Trend Arithmetic, Grade VII. Clarke, Irwin.—.90.



**Mathematics Texts—Grade VIII**

- Tests and Remedial Exercises for Junior Mathematics. Grade VIII.  
Gage.—.30.  
Mathematics for Everyday Use, Book II. Winston.—.60.  
Master Key Arithmetic, Grade VIII. Renouf.—.94.  
New Trend Arithmetic, Grade VIII. Clarke, Irwin.—.90.

**Mathematics—Teachers**

- Understanding Mathematics, A Manual for Junior Mathematics. Gage.—.30.  
Morton: Teaching Arithmetic in the Elementary School, III. Gage.—3.30.  
Davis et al: Oral Mathematics. Dent.—1.20.

**SCIENCE****General Science—Pupils**

- Partridge: Everyday Science (for Grade VII). Dent.—1.35.  
Partridge: Everyday Science (for Grade VIII). Dent.—2.25.  
Beauchamp et al: Science Problems, Book I and II. Gage.—1.55, 1.75.  
Sandon and West: A Geography of Everyday Things, Books I, II, III.  
Clarke, Irwin.—.50 each.  
Rowland: Everyday Things for Lively Youngsters. Cassell.—1.35.  
Lynde: Science Experiences with Home Equipment. Dent.—1.35.  
Unit Study Readers: Electricity and Magnets; Bees and Ants; Sun,  
Moon and Stars, etc. Moyer.—.17 each.  
Basic Science Education Series. Copp Clark.—.35 each.  
Limpus and Shore: Elementary General Science. Macmillan.—1.00.  
Powers et al: Our World and Science. Ginn.—2.20.  
Rugg-Krueger: Man at Work, His Industries. Ginn.—1.60.  
Frazier et al: How and Why Experiments. Dent.—1.60.  
Rowland: Moving Things for Lively Youngsters, Vital Things for Lively  
Youngsters, Everyday Things for Lively Youngsters, More Living  
Things for Lively Youngsters. Cassel.—1.35 each.  
Pack and Gill: Forest Facts for Schools. Macmillan.—1.40.  
Hartman: Machines. Macmillan.—2.75.  
Coolidge: The Story of Steam. Winston.—.90.  
Wilson et al: Living in the Age of Machines. Gage.—1.60.  
Miller: Peter's Adventures in the Out-of-Doors. Ryerson.—.95.

**Plants and Animals—Pupils**

- Morris: Our Wild Flowers. Clarke, Irwin.—.10.  
Dupuy: Our Bird Friends and Foes; Our Insect Friends and Foes.  
Winston.—1.05 each.  
Parker: Flowers, Fruits, Seeds; Toads and Frogs. Copp Clark.—.35, .35.  
Porter and Hansen: The Pond Book. Gage.—.90.  
Mackinnon: The Animal's World. Clarke, Irwin.—1.85.  
Powers: The World of Insects. Moyer.—1.15.  
Stephenson: The World of Invisible Life. Moyer.—1.15.



**The Earth—Pupils**

- Hawks: The Book of Natural Wonders; Book of Air and Water Wonders, Clarke, Irwin. 1.50 each.  
 Hayes: What Makes Up the World. Moyer.—1.15.  
 Pollak: This Physical World. Moyer.—1.15.  
 Follet: The World's Moods. Moyer.—1.15.  
 Reed: The Earth for Sam; The Sea for Sam. Nelson.—3.50 each.

**The Sky—Pupils**

- Reed: The Stars for Sam. Nelson.—3.50.  
 Wylie: Our Starland. Ryerson.—1.40.  
 Fontany: Other Worlds Than This. Moyer.—1.15.  
 Frost: Let's Look at the Stars. Renouf.—2.20.  
 Draper: Wonders of the Heavens. Macmillan.—.75.

**General Science—Teacher**

- Davis and Sharpe: Science. Clarke, Irwin.—2.00.  
 Beauchamp: Everyday Problems in Science. Gage.—1.75.  
 Teacher's Guide Book. Gage.—.35.  
 Trafton and Smith: Science in Daily Life. Longmans.—2.30.  
 Taverner: Birds of Canada. Musson.—3.50.

**HEALTH****Readers—Pupils**

- Andress et al: Building Good Health; Your Health and Safety. Ginn.—1.15, .90.  
 Charters et al: Health Through Science (Canadian edition). Macmillan.—1.10.  
 Buckley et al: The Road to Safety Series: On Land and Water; Who Travels There? Gage.—.90, 1.00.  
 Turner et al: Working for Community Health; Building Healthy Bodies. Copp Clark.—1.00, 1.10.  
 Evans and Fry: Safety. Ryerson.—1.45.  
 Charters et al: Growing Up Healthily; A Sound Body. Macmillan.—.95, 1.00.  
 Michaelis: How the Body Works. Longmans.—.55.  
 Zelle: The Fight Against Germs. Copp Clark.—.35.  
 Wood et al: Blazing the Trail. Nelson.—1.00.

**Books for the Teacher**

- Department of Education: Handbook on Health Teaching. Ryerson.—.75.  
 Bartlett: Games, Dances and Activities. Clarke, Irwin.—1.00.  
 Board of Education: Syllabus of Physical Training for Schools, 1933. H.M. Stationery Office. Copp Clark.—.60.  
 Brandreth: Canadian Book of Games. Ryerson.—1.50.  
 Michaelis: First Aid Through Photographs. Longmans.—.50.



**Folk Dances—Teacher**

- Bryans: Scandinavian Dances. 2 vol. Clarke, Irwin.—1.75 each.  
 Burchenal: Folk Dances and Singing Games; Folk Dances from Old Home Lands. Whaley Royce.  
 Sharp: English Country Dances. W. H. Gray Co., New York, Glasgow.  
 Scottish Country Dance Book. Patterson's Publications, Glasgow.  
 Bell: Twenty-five New Figure and Character Dances. Clarke, Irwin.—3.00.

**MUSIC****Song Books**

- Dann, Foresman, Fenwick: High Road of Song, Books I and II. Gage.—.40 each.  
 The Silver Book of Songs. Thompson. Melody Edition, .35; Piano Edition, 1.25.  
 Fenwick: Hymns for Schools. Thompson.—.10.  
 Macmillan: A Canadian Song Book. Dent. Melody Edition, .50; Piano Edition, 1.50.  
 Gibbons: Northland Songs, Nos. 1 and 2. Thompson. Melody Edition, Part I, .15; Piano Editions, 1.00 each.  
 Songs for Canadian Boys, words only. Macmillan.—.25. Piano Edition, Macmillan.—1.75.  
 Sing Care Away. Novello & Co. Ltd., 160 Wardour St., London, England. Melody Edition, .50; Piano Edition, 1.00.  
 A Song Book for Ontario Schools. Clarke, Irwin. Melody Edition, .55; Piano Edition, 2.00.  
 Rennie-Smith: Students Work Book in Music Appreciation (Yellow Book). Clarke, Irwin.—.25.  
 Teachers' Book for above. 1.00.

**Music Readers**

- Hill: The Singing Period, Books V and VI. Waterloo.—.25 each.  
 Accompaniments for Book VI. Waterloo.—.40.  
 Marshall: The New Canadian Song Series, Book IV.—Copp, Clark.—.15.  
 Book of Accompaniments. Thompson.—.35.  
 McConathy et al: The Music Hour, Book II. Gage.—.80.

**Supplementary Readers**

- Jones: Joyous Stories from Music's Wonderland, Third Series. Macmillan.—.55.  
 Buchanan: How Man Made Music. Moyer.—1.75.  
 Schwimmer: Great Musicians as Children. McClelland and Stewart.—2.35.  
 Hendry: Masters of Music. Ryerson.—1.00.  
 Cowen: Little Talks about Big Composers. Clarke, Irwin.—.75.  
 Musical Playlets for Special Occasions, Eight Titles (On Christmas Eve, The Nativity Story, A Toy Pageant, The Little New Year, Unexpected Guests, The Wishing Leaf, Midsummer Night, St. Valentine's Picture Book). Gage.—.10 each.



**Books for the Teacher**

- Tobitt: *Shepherds' Pipes*. Clarke, Irwin.—.35.  
 Piper's Guild Handbook. Anglo-Canadian Music Co., Toronto.—.60.  
 Hill: *School Music*. Waterloo.—1.50.  
 Staton: *Sweet Singing in the Choir*. Clarke, Irwin.—1.50.  
 Marshall: *Pedagogy of School Music*. Copp Clark.—.75.  
 Glenn-Lowry: *Music Appreciation for Every Child, Intermediate Grades*. Gage.—1.10.  
 Shaw: *What We Hear in Music*. R.C.A. Victor Co.—3.00.

**ART****Books for the Teacher**

- Horne: *The Art Class in Action*. Longmans.—1.60.  
 Newkirk: *Integrated Handwork for Elementary Schools*. Gage.—3.70.  
 Russell: *The Child and His Pencil*. Nelson.—1.00.  
 Gibbs: *The Teaching of Art in Schools*. Nelson.—2.25.  
 Brown: *Sketching Without a Master*. Nelson.—2.00.  
 Doust: *The Art of Lino Cuts*. Moyer.—.30.  
 Dobson: *Lino Prints*. Pitman.—.75.  
 Sprague: *How to Make Linoleum Blocks*. Nelson.—1.50.  
 Gaba: *On Soap Sculpture*. Clarke, Irwin.—1.25.

**CRAFTS****Books for the Pupils**

- Ashcroft and Easton: *General Shop Work*. Macmillan.—1.00.  
 Reynolds: *Low-Cost Crafts for Everyone*. Nelson.—3.25.  
 Horth: *101 Things for Girls to Do; 101 Things for a Boy to Make*. Copp Clark.—1.75 each.  
 Zarchy: *Let's Make Something*. Ryerson.—2.00.  
 Crampton: *Soft Toy Making and Nursery Novelties*. Moyer.—.30.  
 Lemos: *New Ideas in Woodcraft*. Nelson.—2.75.  
 Rowland: *Leisure Things for Lively Youngsters*. Cassell.—1.35.  
 Polkinghorne: *Toy-Making in School and Home*. Clarke, Irwin.—2.50.  
 Rugg-Krueger: *Man at Work—His Arts and Crafts*. Ginn.—1.70.

**Books for the Teacher**

- Bonser & Mossman: *Industrial Arts for Elementary Schools*. Macmillan.—2.75.  
 Dryad: *Handicraft Leaflets*. Dryad Press. Macmillan.  
 Roehl: *Problems for School and Home Workshop*. Ryerson.—.90.  
 Milliken and Milliken: *Handwork Methods in Teaching History*. Renouf.—3.45.  
 Hincks: *Modern Soft Toys*. Dent.—1.10.

**Woodworking—Teacher**

- Frykland and Berge: *General Shop Woodworking*. (Paper.) Moyer.—1.05.



**Metal Work—Teacher**

- Dragoo: General Shop Metal Work. (Paper.) Moyer.—1.10.  
 Lukowitz: New Tin Can Projects. Ryerson.—1.15.  
 Horth: Beaten Metal Work. Pitman.—.75.  
 Cuzner: A First Book of Metal Work. Dryad Press (Macmillan).—1.75.  
 May and Stevens: Metal Work for Schools. Clarke, Irwin.—1.75.

**Modelling—Teachers**

- Wilson: Clay Modelling and Pottery. Copp Clark.—.75.  
 Anthonies: Pottery and Modelling. Pitman.—.75.

**Weaving—Teacher**

- Crampton: Raffia Work and Basketry. Moyer.—.30.  
 Wilson: Basketry and Weaving. Copp Clark.—.75.  
 Dobbs: First Steps in Weaving. Macmillan.—1.45.  
 Orman: Handloom Weaving. Pitman.—.75.  
 Polkinghorne: Weaving and Other Pleasant Occupations. Clarke, Irwin.—2.50.

**Leather—Teacher**

- Crampton: Leather Work and Glove Making. Moyer.—.30.  
 Smith: Leatherwork. Pitman.—.75.  
 Edwards: Glove Making. Pitman.—.75.  
 Roseaman: Leather Work. Dryad Press (Macmillan).—1.65.

**Puppets—Teacher**

- Munger and Elder: The Book of Puppets. Longmans.—2.00.  
 Lanchester: Hand Puppets and String Puppets. Dryad Press (Macmillan).—.90.  
 Hoben: The Beginners Puppet Book. Clarke, Irwin.—2.50.  
 Rossback: Making Marionettes. Nelson.—3.25.

**MANUAL TRAINING****Books for the Pupils**

- Ashcroft and Easton: General Shop Work. Macmillan.—\$1.00.  
 Horth: 101 Things for Girls to Do; 101 Things for a Boy to Make. Copp Clark.—1.75 each.  
 Polkinghorne: Toy-Making in School and Home. Clarke, Irwin.—2.50.  
 Rugg-Krueger: Man at Work—His Arts and Crafts. Ginn.—1.70.  
 Horton: Wooden Toy-Making. Macmillan.—1.50.  
 Clements: Handwork from Waste Materials. Pitman.—.75.  
 Cramlet: Junior Handicraft. Copp Clark.—1.25.  
 Popular Mechanics Press: The Boy Mechanic. General Publishing Co.—2.75.  
 Popular Mechanics Press: Build a Boat for Pleasure or Profit. General Publishing Co.—1.85.



**Books for the Teacher:**

- Bonser & Mossman: Industrial Arts for Elementary Schools. Macmillan.—2.75.  
 Dryad: Handicraft Leaflets. Dryad Press. Macmillan.  
 Abrasives—Their History and Development. Norton Co., Hamilton.—Free.  
 Knots and Splices: Ontario Department of Agriculture Bulletin.—Free.  
 White: Camps and Cottages. Clarke, Irwin.—2.00.  
 Natural Woods and How to Finish Them. Berry Bros. Inc., Walkerville.—Free.  
 Nelson: Checking Rules for Mechanical Drawing. Copp Clark.

**Woodworking—Teacher**

- Frykland and Berge: General Shop Woodworking. (Paper.) Moyer.—1.05.  
 Townsend: The Steel Square. General Publishing Co.—1.75.  
 Cramlet: Junior Handicraft. General Publishing Co.—1.25.  
 Shepardson: Furnishing the Home Grounds. Ryerson.—1.60.  
 De Vette: 100 Problems in Woodwork. Ryerson.—3.10.  
 Robertson: Instruction and Information for Hand Woodworking. Copp Clark.—1.75.  
 Douglas & Roberts: Modern Projects in Woodworking. Copp Clark.—5.25.

**Metal Work—Teacher**

- Dragoo: General Shop Metal Work. (Paper.) Moyer.—1.10.  
 Lukowitz: New Tin Can Projects. Ryerson.—1.15.  
 Horth: Beaten Metal Work. Pitman.—.75.  
 Cuzner: A First Book of Metal Work. Dryad Press (Macmillan).—1.75.  
 May and Stevens: Metal Work for Schools. Clarke, Irwin.—1.75.  
 Evans: Constructive Metal Work. Longmans, Green.—2.75.  
 Smith: Units in Sheet Metal Work. Copp Clark.—1.00.  
 Smith: Units in Bench Metal Work. Copp Clark.—1.00.

**Modelling—Teachers**

- Wilson: Clay Modelling and Pottery. Copp Clark.—.75.  
 Anthonies: Pottery and Modelling. Pitman.—.75.

**Weaving—Teacher**

- Crampton: Raffia Work and Basketry. Moyer.—.30.  
 Wilson: Basketry and Weaving. Copp Clark.—.75.  
 Dobbs: First Steps in Weaving. Macmillan.—1.15.  
 Orman: Handloom Weaving. Pitman.—.75.  
 Polkinghorne: Weaving and Other Pleasant Occupations. Clarke, Irwin.—2.50.

**Leather—Teacher**

- Crampton: Leather Work and Glove Making. Moyer.—.30.  
 Smith: Leatherwork. Pitman.—.75  
 Roseaman: Leather Work. Dryad Press (Macmillan).—1.65.



## HOME ECONOMICS

## Home Management—Pupils

- Balderson: Housekeeping Work Book. Longmans.—75.  
 Friend and Shultz: Living in Our Homes. Ryerson.—2.00.  
 Henny and Byett: Junior Laundry. Dent.—.50.  
 Kinyon and Hopkins: Junior Home Problems. Renouf.—1.53.  
 McLean: Good Manners. Copp Clark.—1.75.  
 Talbot, Lytle, Pearson and Johnson: Practical Problems in Home Life.  
 Gage.—1.65.

## Foods—Pupils

- Chamberlain: How We are Fed. Macmillan.—1.35.  
 Dean and Middleton: Junior Home Economics. Ryerson.—.70.  
 Friend and Shultz: Food. Ryerson.—2.00.  
 Kinyon and Hopkins: Junior Foods. Renouf.—1.59.  
 Winchell: Food Facts for Everyday. Longmans.—1.11.

## Clothing—Pupils

- Friend and Shultz: Clothing. Ryerson.—2.00.  
 Kinyon and Hopkins: Junior Clothing. Renouf.—1.59.

## Books for the Teacher

- Home Economics, Circular No. 1: Food Nutrition and Home Management.  
 Dept. of Education, Victoria, B.C.—40.  
 Allen and Briggs: If you Please. Longmans, Allen & Briggs.—1.90.  
 Bailey: Meal Planning and Table Service. Copp Clark.—2.75.  
 Baker: Clothing Selection and Purchase. Macmillan.—2.00.  
 Cook: Essentials in Sewing. Copp Clark.—1.65.  
 Everson: Practical Sewing. Ryerson.—.50.  
 Gunn: Table Service and Decoration. Longmans—2.10.  
 Herrington: Home Making. Ryerson.—3.50.  
 Jensen et al: Fundamentals of Home Economics. Macmillan.—2.00.  
 Justin and Rust: Sharing Home Life. Longmans, Allen & Briggs.—2.30.  
 Laitem and Miller: Experiences in Homemaking. Ginn & Co.—2.00.  
 Lee: Table Decorations and Party Plans. Nelson.—2.00.  
 MacBride and McGowan: Fabrics and Clothing. Macmillan.—1.50.  
 Matthews: The New Elementary Home Economics; The House and its  
 Care. Macmillan.—1.75, 2.00.  
 Pattison: Canadian Cook Book. Ryerson.—2.00.  
 Trilling et al: Problems in Home Economics. Longmans.—2.30.  
 Trilling and Williams: Art in Home and Dress. Longmans, Allen &  
 Briggs.—2.70.  
 Hood and Polson: A Simplified Knitting Guide for Home and School. —  
 Dent.—.50.

## AGRICULTURE

## Books for the Pupils

- Hunt and Andrews: Science Activities, Books One and Two. Gage.—  
 .75 each.  
 Kain: Gardening for Young People. Nelson.—2.00.  
 MacEwan and Ewen: General Agriculture. Nelson.—1.50.  
 Phillips et al: Agriculture and Farm Life. Macmillan.—1.65.



**Books for the Teacher**

- Andrews: Agriculture for High Schools. Gage.—1.25.  
Readey: Manual in Canadian Agriculture. Ryerson.—1.50.  
Cutting: Canadian Home Gardening. Musson.—2.00.  
Free: Gardening, Complete Guide. Nelson.—3.98.  
Canadian Agriculture for High Schools. Macmillan.—1.25.  
Connors and Tiedjens: Chemical Gardening for the Amateur. Musson.—  
2.50.  
Bulletins of the Ontario Department of Agriculture, Toronto, and the  
Dominion Department of Agriculture, Ottawa.



## LIST OF RECORDS<sup>1</sup>

### Study of Composers:

|                                                 |                |          |
|-------------------------------------------------|----------------|----------|
| <b>Schubert:</b>                                | <b>Records</b> |          |
| Marche Militaire.....                           | 4314           | \$1.00   |
| Cradle Song.....                                | 20079          | .75      |
| Serenade.....                                   | 21253          | .75      |
| Moment Musical.....                             | 1312           | 1.00     |
| <b>Grieg:</b>                                   |                |          |
| Morning.....                                    | 12163          | 1.35     |
| Hall of the Mountain King.....                  | 20245          | .75      |
| Elfin Dance.....                                | 20079          | .75      |
| <b>Handel:</b>                                  |                |          |
| The Harmonious Blacksmith.....                  | 1193           | 1.00     |
| Largo (2 records).....                          | 8738-8739      | ea. 1.35 |
| Joy to the World.....                           | 20246          | .75      |
| <b>Haydn:</b>                                   |                |          |
| Andante from Surprise Symphony.....             | 7059           | 1.35     |
| Toy Symphony.....                               | 20215          | .75      |
| Eighteenth Century Dance.....                   | 7256           | 1.35     |
| Minuetto in F Minor.....                        | 24011          | 1.00     |
| <b>Brahms:</b>                                  |                |          |
| Hungarian Dance No. 5.....                      | 4321           | 1.00     |
| Cradle Song.....                                | 1756           | 1.00     |
| Waltzes 1 to 11, Op. 39.....                    | 14131          | 1.35     |
| <b>Beethoven:</b>                               |                |          |
| Minuet.....                                     | 20164          | .75      |
| 1st Movement of the Fifth Symphony.....         | 8508           | 1.35     |
| Moonlight Sonata.....                           | 14372          | 1.35     |
| <b>Mozart:</b>                                  |                |          |
| Minuet (composed at the age of five years)..... | 1693           | 1.00     |
| Minuet (Don Juan).....                          | 21617          | .75      |
| Turkish March.....                              | 1193           | 1.00     |
| Marriage of Figaro.....                         | 11242          | 1.35     |
| <b>Bach:</b>                                    |                |          |
| Air for the G String.....                       | 7103           | 1.35     |
| Jesu, Joy of Man's Desiring.....                | 14973          | 1.35     |
| Choral Prelude.....                             | 1690           | 1.00     |

### Study of Rhythm, Melody, and Harmony:

|                                        |       |      |
|----------------------------------------|-------|------|
| <b>Rhythm Dominant:</b>                |       |      |
| Hall of the Mountain King (Grieg)..... | 20245 | .75  |
| Moment Musical (Schubert).....         | 1312  | 1.00 |
| Hungarian Rhapsody (Liszt).....        | 14422 | 1.35 |
| Country Gardens (Grainger).....        | 1666  | 1.00 |

<sup>1</sup>This list has been made fairly comprehensive in order that teachers may choose records according to their individual preferences. The order in which the records are listed is of no special significance. It is hoped that by the purchase of a few records each year every school may build up a good library of recorded music. (The prices quoted are as of July 1, 1942, but may be subject to change.)



**Melody Dominant:**

|                                        |       |      |
|----------------------------------------|-------|------|
| Where'er You Walk (Handel).....        | 14305 | 1.35 |
| Melody in F (Rubinstein) .....         | 22508 | .75  |
| Evening Star—Tannhauser (Wagner) ..... | 6563  | 1.35 |
| Ave Maria (Schubert).....              | 6691  | 1.35 |

**Harmony Dominant:**

|                                            |       |      |
|--------------------------------------------|-------|------|
| Marche Slave (Tschaikowsky) .....          | 12006 | 1.35 |
| Death of Ase (Grieg).....                  | 12163 | 1.35 |
| Finlandia (Sibelius).....                  | 17701 | 1.35 |
| Pilgrims' chorus—Tannhauser (Wagner) ..... | 20127 | .75  |

**Rhythm, melody, harmony blended:**

|                                               |       |      |
|-----------------------------------------------|-------|------|
| Prelude in C Minor (Organ Solo) (Chopin)..... | 35972 | 1.00 |
| Prelude in C Sharp Minor (Rachmaninoff).....  | 11922 | 1.35 |
| Berceuse (Godard).....                        | 20130 | .75  |
| Blue Danube Waltz (Strauss) .....             | 8650  | 1.35 |

**Singers:****Soprano Voices:**

|                                                                     |        |      |
|---------------------------------------------------------------------|--------|------|
| Lo, Here the Gentle Lark (Lily Pons).....                           | 8733   | 1.35 |
| Hark, Hark, the Lark (Master E. Lough, Boy Soprano) .....           | 120822 | .75  |
| Calm as the Night.....                                              | 1747   | 1.00 |
| I Know That My Redeemer Liveth (Master E. Lough, Boy Soprano) ..... | 120820 | .75  |

**Contralto Voices:**

|                                               |        |      |
|-----------------------------------------------|--------|------|
| Abide With Me (O. Kline and E. Baker) .....   | 117782 | .75  |
| Trees (Mme. Schumann-Heink) .....             | 1198   | 1.00 |
| Danny Boy (Mme. Schumann-Heink).....          | 1464   | 1.00 |
| Come, Beloved (Handel) (Rose Bampton) .....   | 7746   | 1.35 |
| The Erl King (Schubert) (Sigrid Onegin) ..... | 7657   | 1.35 |

**Tenor voices:**

|                                                           |       |      |
|-----------------------------------------------------------|-------|------|
| O Canada (Edward Johnson).....                            | 24005 | 1.00 |
| Berceuse from "Jocelyn" (Richard Crooks) .....            | 8421  | 1.35 |
| Harp That Once Through Tara's Halls (John McCormack)..... | 1553  | 1.00 |

**Baritone voices:**

|                                              |       |      |
|----------------------------------------------|-------|------|
| Toreador Song (Lawrence Tibbett).....        | 8124  | 1.35 |
| Sylvia (John Charles Thomas) .....           | 1571  | 1.00 |
| Short'nin' Bread (Conrad Thibault).....      | 24404 | .75  |
| Green Eyed Dragon (John Charles Thomas) .... | 1655  | 1.00 |

**Bass voices:**

|                                                |       |      |
|------------------------------------------------|-------|------|
| Song of the Volga Boatmen (Feodor Chaliapin).. | 14901 | 1.35 |
| Asleep in the Deep (Wilfred Glenn).....        | 20244 | .75  |

**Quartets, choirs:**

|                                                        |        |     |
|--------------------------------------------------------|--------|-----|
| Negro Spirituals (Mixed Quartet).....                  | 24244  | .75 |
| Star of the Summer Night (Mixed Quartet).....          | 24273  | .75 |
| War Song of the Normans (Victor Male Chorus) .         | 20152  | .75 |
| Sea Chanties (John Goss) (Cathedral Male Quartet)..... | 120823 | .75 |
| John Peel (Associated Glee Clubs).....                 | 19961  | .75 |



**Recognition of Instruments:****Instrumental Solo with piano:**

|                                              |         |       |      |
|----------------------------------------------|---------|-------|------|
| Cradle Song (Schubert) (Violoncello)         | } ..... | 20079 | .75  |
| Andantino (Thomas) (Oboe).....               |         |       |      |
| Elfin Dance (Grieg) (Flute).....             |         |       |      |
| Serenata (Moszkowski) (Violin).....          | .....   | ....  |      |
| Shepherd Song (Wagner) (Eng. Horn).....      | } ..... | 20150 | .75  |
| Coronation March (Meyerbeer) (Bass Clarinet) |         |       |      |
| Serenade (D'Ambrosio) (Oboe).....            |         | 20161 | .75  |
| Traumerei (Schumann) (Cello).....            |         | 1178  | 1.00 |
| Estrellita (Ponce) (Violin).....             |         | 1332  | 1.00 |
| Souvenir (Drdla) (Violin).....               |         | 1325  | 1.00 |
| The Swan (Saint-Saens) (Cello).....          |         | 1143  | 1.00 |
| On Wings of Song (Mendelssohn) (Violin)..... |         | 6848  | 1.35 |
| Humoresque (Dvorak).....                     |         | 15217 | 1.35 |

**Solo with orchestra:**

|                                     |                                             |       |     |
|-------------------------------------|---------------------------------------------|-------|-----|
| Badinage (Herbert) (Piccolo) ...    | } (Bell Solo)<br>All on Record<br>No. 20164 | 20164 | .75 |
| Legend of Bells (Planquette)....    |                                             |       |     |
| Humoresque (Dvorak) (Violin)...     |                                             |       |     |
| Scherzo (Beethoven) (Bassoon)...    |                                             |       |     |
| Minuet (Paderewski) (Viola)....     | } All on<br>Record<br>No.<br>20801          | 20801 | .75 |
| Gavotte (Popper) (Violin).....      |                                             |       |     |
| Celeste Aida (Verdi) (Violin).....  |                                             |       |     |
| Martha (Flotow) (Oboe).....         |                                             |       |     |
| Habanera (Bizet) (Flute).....       |                                             |       |     |
| Miserere (Verdi) (Cornet).....      |                                             |       |     |
| Evening Star (Wagner) (Cello).....  |                                             |       |     |
| Toreador Song (Bizet) (Viola).....  |                                             |       |     |
| Soldiers' Chorus (Gounod) (Bassoon) |                                             |       |     |
| Rigoletto (Verdi) (Celesta).....    |                                             |       |     |

**Duet with piano:**

|                                              |         |       |     |
|----------------------------------------------|---------|-------|-----|
| Morning (Grieg) (Flute, Oboe).....           | } ..... | 19926 | .75 |
| Saraglio (Mozart) (Piccolo, Bassoon)...      |         |       |     |
| Nocturne (Chopin) (Flute, Clarinet)...       | } ..... | 20161 | .75 |
| Valse (Chopin) (Violin, Viola).....          |         |       |     |
| Serenade (Schubert) (Trumpet, Trombone)..... |         | 19926 | .75 |
| Waltz (Brahms) (2 Clarinets).....            | } ..... | 20079 | .75 |
| Light Cavalry (Von Suppe) (2 Trumpets)}      |         |       |     |

**Trios, Quartets, etc.:**

|                                                           |         |       |      |
|-----------------------------------------------------------|---------|-------|------|
| Lead Through Life (Woodwind Quintet).....                 | } ..... | 20161 | .75  |
| Waltz (Hummel) (Piano Duet).....                          |         |       |      |
| Canzonetta (Gaspari) (Violin, Cello, Harp).....           |         | 19926 | .75  |
| Old Black Joe (String Quartet).....                       |         | 24002 | 1.00 |
| Drink to Me Only With Thine Eyes (String<br>Quartet)..... |         | 24001 | 1.00 |
| Berceuse (Godard).....                                    |         | 20130 | .75  |

**National Folk Dances:****English:**

|                                                 |       |     |
|-------------------------------------------------|-------|-----|
| Shepherd's Hey.....                             | 20641 | .75 |
| Black Nag and Sweet Kate.....                   | 20444 | .75 |
| Gatherine Peascods, Sellinger's Round, etc..... | 20445 | .75 |
| Jenny Pluck Pears, Rufty Tufty, etc.....        | 20446 | .75 |



**German:**

|                                               |       |     |
|-----------------------------------------------|-------|-----|
| Bummel Schottische, Come Let Us Be Joyful.... | 20448 | .75 |
| Kinderpolka.....                              | 20432 | .75 |
| Hansel and Gretel.....                        | 21620 | .75 |

**Swedish:**

|                           |       |     |
|---------------------------|-------|-----|
| Carrousel, I See You..... | 20432 | .75 |
| Klappdans .....           | 20450 | .75 |
| Nigarepolska.....         | 21685 | .75 |

**Danish:**

|                         |       |     |
|-------------------------|-------|-----|
| Dance of Greeting.....  | 20432 | .75 |
| Seven Jumps.....        | 21617 | .75 |
| Shoemaker's Dance ..... | 20450 | .75 |

**French:**

|                               |       |     |
|-------------------------------|-------|-----|
| Farandole.....                | 21685 | .75 |
| Minuet (Don Juan-Mozart)..... | 21617 | .75 |

**Irish:**

|                       |       |     |
|-----------------------|-------|-----|
| Irish Washerwoman}    | 21616 | .75 |
| St. Patrick's Day ..} |       |     |

**Czecho-Slovakian:**

|                     |       |     |
|---------------------|-------|-----|
| Turn Around Me..... | 21620 | .75 |
|---------------------|-------|-----|

**Scotch:**

|                       |       |     |
|-----------------------|-------|-----|
| Highland Fling}       | 21616 | .75 |
| Highland Schottische} |       |     |

**Spanish:**

|                |       |     |
|----------------|-------|-----|
| La Paloma..... | 26754 | .75 |
| El Choclo..... | 21393 | .75 |

**Polish:**

|               |        |     |
|---------------|--------|-----|
| Mate's Waltz} | 181203 | .75 |
| Happy Hours}  |        |     |

**Scandinavian:**

|                                  |        |     |
|----------------------------------|--------|-----|
| Life in the Finland Woods—Waltz} | 181456 | .75 |
| Joanna—Schottische}              |        |     |

**Specialty Dances:****Soldier Dances:**

|                                    |       |      |
|------------------------------------|-------|------|
| March of the Toys (Herbert).....   | 12592 | 1.35 |
| Wedding of the Painted Doll.....   | 22043 | .75  |
| Parade of the Wooden Soldiers..... | V25   | .75  |

**Sailor Dances:**

|                        |       |     |
|------------------------|-------|-----|
| Sailor's Hornpipe..... | 21685 | .75 |
|------------------------|-------|-----|

**Gypsy Dances:**

|                              |       |      |
|------------------------------|-------|------|
| Gypsy Love.....              | 68783 | 1.00 |
| Two Guitars, Black Eyes..... | 20037 | .75  |

**Tap Dances:**

|                                               |        |     |
|-----------------------------------------------|--------|-----|
| Turkey in the Straw, Arkansas Traveller ..... | V40136 | .75 |
| Tap Dance Medley, By Heck—Tap Dance .....     | 22228  | .75 |
| Canadian Capers, Maple Leaf Rag.....          | 22608  | .75 |
| Tap Dance, Daughter of Rosy O'Grady .....     | 22386  | .75 |
| School Days (Dixie Melodies) .....            | 24178  | .75 |



**Interpretative Dances:**

|                                                  |       |      |
|--------------------------------------------------|-------|------|
| Medley of Waltzes.....                           | 9308  | 1.35 |
| Badinage, Air de Ballet (Herbert).....           | 12591 | 1.35 |
| Marche Militaire.....                            | 4314  | 1.00 |
| Waltz of the Flowers (Tschaikowsky).....         | 8664  | 1.35 |
| Moment Musical (Schubert).....                   | 1312  | 1.00 |
| Rendezvous (Alletter).....                       | 20430 | .75  |
| Coppelia Ballet (Delibes).....                   | 12527 | 1.35 |
| Rosamunde Ballet, Vienna Waltzes (Schubert)..... | 9307  | 1.35 |

**Standard Dances:**

|                                     |        |      |
|-------------------------------------|--------|------|
| Schottische:                        |        |      |
| Lena (Meuves).....                  | 20253  | .75  |
| Mazurka:                            |        |      |
| La Czarine (Ganne).....             | 20430  | .75  |
| Tango:                              |        |      |
| El Choclo—Y Como Le Va?.....        | 21393  | .75  |
| Minuet:                             |        |      |
| Minuet (Don Juan) Mozart.....       | 21617  | .75  |
| Minuet (Boccherini).....            | 7256   | 1.35 |
| Minuet in G (Paderewski).....       | 216501 | .75  |
| Minuet in G (Beethoven).....        | 20164  | .75  |
| Gavotte:                            |        |      |
| Gavotte in F Major (Beethoven)..... | 1136   | 1.00 |
| Gavotte (Popper).....               | 20164  | .75  |
| Waltz:                              |        |      |
| Valse Bluettes.....                 | 1757   | 1.00 |
| Waltz in A Major (Brahms).....      | 1667   | 1.00 |
| Blue Danube (Strauss).....          | 8650   | 1.35 |



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Cassell & Co., 215 Victoria St., Toronto.  
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